

# SOCIAL INTEGRATION PROGRAMME

Case: Lahti University of Applied Sciences, Faculty of Business  
Studies

LAHTI UNIVERSITY OF APPLIED  
SCIENCES

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Thesis

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Anu Suomäki

Lahti University of Applied Sciences  
Faculty of Business Studies

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## ABSTRACT

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The aim of this study is to form a qualified Integration Programme for the foreign students in Lahti University of Applied Sciences Faculty of Business Studies.

The purpose of the research is to investigate and introduce the current integration procedures in the Finnish cities and Universities. The number of foreign students in Finland is growing yearly. At the same time, the number of retiring labour force is exceeding the number of labour force entering the market, creating an increased demand for work force. The intention of this thesis is to provide Lahti University of Applied Sciences Faculty of Business Studies an Integration Programme which will facilitate the foreign students' adaptation to the Finnish culture and society and thereby make them see Finland as a potential future home country.

In order to reach the aims the current Integration Programmes were studied carefully and three different surveys were conducted. At first, an email survey for the largest Universities of Applied Sciences in Finland and for the University of Helsinki. Secondly the effect of Finnish students' attitudes towards immigrants on the Integration Programme was examined by a questionnaire which was sent to the Finnish students of Lahti University of Applied Sciences International Business and Business Information Technology Degree Programmes. The final survey investigated the same Faculty's foreign students' opinions on the current integration procedures and how they would prefer being integrated.

The results of the surveys indicated that neither the other Universities of Applied Sciences nor Lahti University of Applied Sciences had any proper Integration Programme for their foreign students although the results of foreign students' questionnaire demonstrated that there is clear demand for it.

As a conclusion of those results an Integration Programme for Lahti University of Applied Sciences Faculty of Business Studies was compiled and provided with several procedures and measures which enhance the foreign students' integration into Lahti University of Applied Sciences and to the Finnish culture and society.

Key words: Lahti University of Applied Sciences, Social Integration, Immigration, Immigrants

Lahden ammattikorkeakoulu  
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## TIIVISTELMÄ

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Tämän tutkimuksen tavoitteena on luoda Lahden ammattikorkeakoulun liiketalouden alalle ulkomaalaisten opiskelijoiden kotouttamisohjelma.

Tutkimuksen tarkoituksena on tutkia ja esitellä nykyiset kotouttamisohjelmat suomalaisissa kaupungeissa ja korkeakouluissa. Suomessa opiskelevien ulkomaalaisten määrä kasvaa jatkuvasti ja koska eläköityvän työvoiman määrä ylittää jo nyt työmarkkinoille tulevien määrän, myös uusien työntekijöiden tarve kasvaa. Tämän opinnäytetyön aikomuksena on tuottaa Lahden ammattikorkeakoulun liiketalouden alalle kotouttamisohjelma, joka helpottaa ulkomaalaisten opiskelijoiden sopeutumista suomalaiseen kulttuuriin ja yhteiskuntaan, ja siten saada heidät näkemään Suomi mahdollisena tulevaisuuden kotimaana.

Jotta tutkimukselle asetettu tarkoitus saavutettaisiin, nykyiset kotouttamisohjelmat tutkittiin huolellisesti ja suoritettiin kolme eri kyselytutkimusta. Ensiksi Suomen suurimpia korkeakouluja lähestyttiin sähköpostitse. Toiseksi selvitettiin Lahden ammattikorkeakoulun liiketalouden alan kansainvälisten koulutusohjelmien suomalaisten opiskelijoiden maahanmuuttajiin kohdistuvien asenteiden vaikutusta kotouttamisohjelmaan. Lopuksi selvitettiin samojen koulutusohjelmien ulkomaalaisten opiskelijoiden mielipiteitä nykyisistä kotouttamismenetelmistä ja miten he itse haluaisivat tulla kotoutetuiksi.

Tutkimuksen tulokset osoittivat, ettei Lahden ammattikorkeakoulun lisäksi muillakaan ammattikorkeakouluilla ollut kunnollisia kotouttamisohjelmia käytössään, vaikka ulkomaalaisille opiskelijoille suunnatun kyselyn tulokset osoittivat, että kysyntä kotouttamisohjelmille on suuri.

Näiden tulosten perusteella luotiin Lahden ammattikorkeakoulun liiketalouden alalle kotouttamisohjelma, johon sisällytettiin useita toimenpiteitä ja menetelmiä, jotka edistävät ulkomaalaisten opiskelijoiden sopeutumista Lahden ammattikorkeakouluun ja suomalaiseen kulttuuriin ja yhteiskuntaan.

Avainsanat: Lahden ammattikorkeakoulu, kotouttaminen, maahanmuutto, maahanmuuttajat

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## 1 INTRODUCTION

### 1.1 Grounds for the Research

In the year 2007, 26 029 immigrants moved to Finland increasing the total number of immigrants into 132 708 individuals. That year the number of migrating foreigners was the highest in the Finnish history and despite the slight growth in emigration, the net immigration was still the highest in the post-war period. Another interesting fact is that migration from other EU countries into Finland during the last seven years has been larger than emigration from Finland to other member countries.

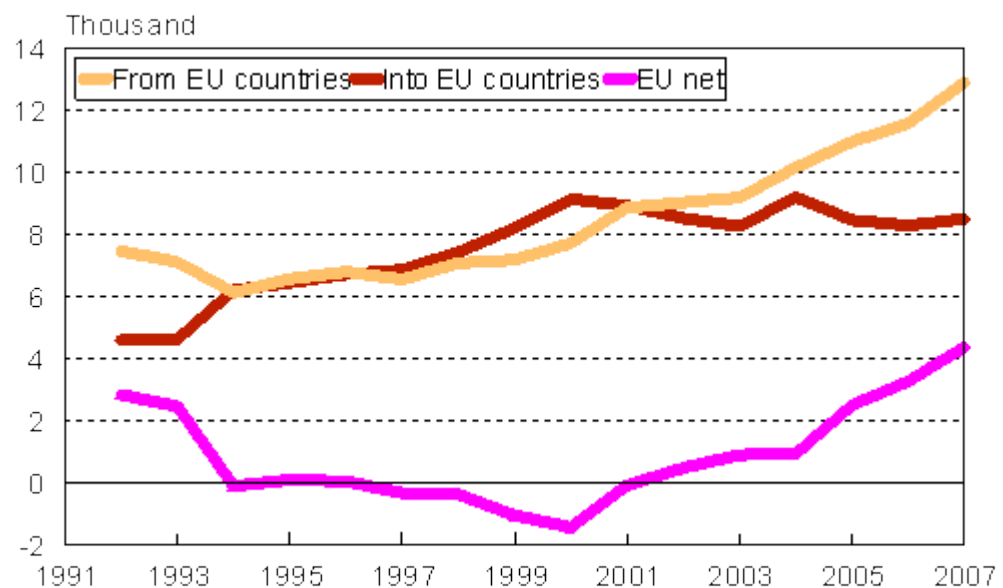


Figure 1. Migration between Finland and Other EU Countries 1992-2007, Statistics Finland, 2009

As the figure 1, taken from Statistics Finland, illustrates the emigration from Finland to other European Union countries has remained somewhat steady since the beginning of the Millennium whereas the immigration has been growing

constantly since the mid 1990s. Mainly immigrants come to Finland either to work or study or because of family circumstances.

(Statistics Finland 2009; Kirkon Ulkomaanapu 2009).

Finland is facing a similar situation as several other European Union countries; the population is getting older and the transformation in the age structure is coming about rather rapidly. Already during the years 2004-2005 more labour force exited labour market than entered it. It is estimated that in the year 2030 there will exist 600 000 more over 65-year-old people than today. During the same period of time the number of 0-14 year-old children will diminish by 70 000 and the number of people in the working age will decrease by 300 000. These facts and figures are the reason behind Finland making more efforts with regard to the migration policy and especially to the work-related migration. The Migration Policy is still emphasizing that immigrants are not only labour force, but part of the society, entitled to the same services and environment as are the native Finns. It also acknowledges the importance of the actions and procedures supporting a free and tolerant society. (Ministry of the Interior 2006.)

In Lahti University of Applied Sciences (later referred to as LUAS) Faculty of Business Studies the number of foreign students has grown rapidly after the beginning of the Millennium when the first International Degree Programme was established. As the statistics in the following page in figure 2 indicates the amount of foreign students beginning their studies in LUAS in 2008 was eight times bigger than in 2000. During the years 2000-2001 there was only one international degree programme and after 2002 the number consists of the foreign students of the Degree Programmes in International Business and in Business Information Technology. The drop in the amount in 2005 is a result of strict savings procedures when the execution of the smallest degree programmes was under discussion and as a result the Degree Programme in Business Information Technology was cancelled. From the 19 accepted students only 12 had signed in and the University decided to reform the degree programme and enhance the marketing. Otherwise the number of the first year foreign students has remained rather steady since the year 2004. The small variation is a result from the foreign



admission system which allots the Finnish and foreign students admission with a 50 percent principle, meaning that at first the admission is done equally from both groups and if there are not enough qualified applicants in one group, the number will be completed by taking students from the other one. (Kallinen 2009.)

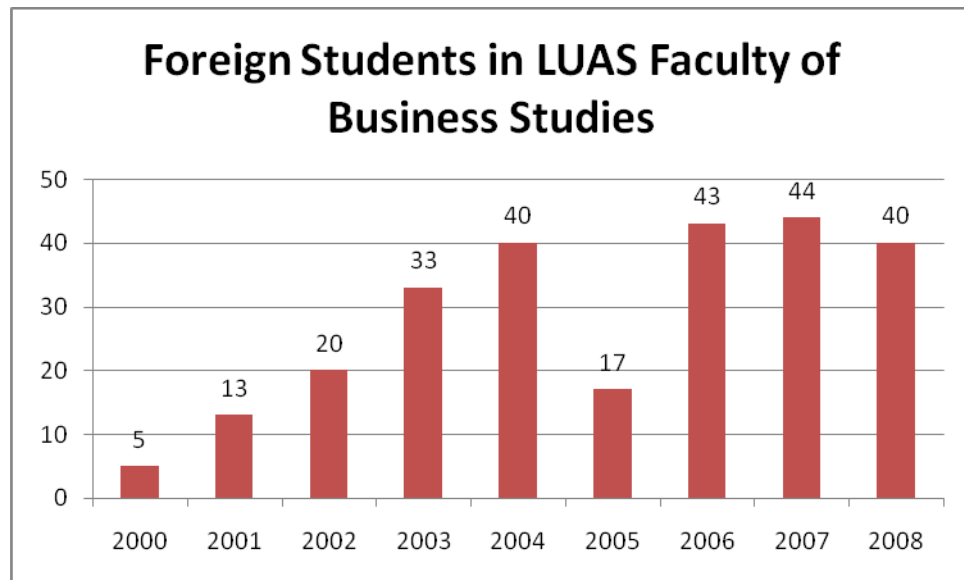


Figure 2. Foreign Students in Lahti University of Applied Sciences, Faculty of Business Studies, (Kokko 2009)

The grounds for this research rise from all the facts and figures shown in the paragraphs above. As the number of foreign students is growing and the baby boomers are approaching retirement age in Finland it is important to maintain the knowhow provided in Finland within Finnish borders or at least within Finnish companies. LUAS desires to accomplish that on their behalf therefore design their own Integration Programme to facilitate the international students' adaptation to Finnish culture and to enhance tolerance within the University's Finnish population.

## 1.2 Objectives

The main target of this thesis is to provide LUAS a qualified Integration Programme which will help the future foreign students to adapt to the Finnish

culture and way of life. This thesis strives at creating a comprehensive programme with different actions and measures which will at its best bring foreign and Finnish students closer to each other and facilitate the foreigners' assimilation to the Finnish society.

The target is reached by presenting some of the current Integration Programmes practiced in Finland, comparing the actions taken in different cities and collecting the procedures proved to be advantageous and make LUAS its own programme. This research will also bring out an example from Canada which has been the forerunner in many immigration related matters.

Another means to reach the goal set is to monitor the prejudices and the attitudes the Finnish society, in general and in LUAS, have towards foreigners. These attitudes will form a base to some actions taken in the final programme thus it will become used as a tool in enhancing the interaction between different nations thereby reducing prejudices.

In order to reach the target and compile a qualified Integration Programme the foreign students' opinions and views have to be taken into account. A questionnaire was sent to all foreign students in LUAS and the answers of that questionnaire will guide most of the procedures in the programme. The fact that will reduce the competency of this programme is that it will be designed in a general level without considering the foreign student's background or country of origin. But at the moment when the number of foreign students is not calculated in several hundreds it is more worthwhile to have a general programme than have individual programmes for every foreign student or to have a subjective programme for every nation.

### 1.3 Research Questions

The main question leading this research is: how to integrate foreign students into Finnish society in LUAS? The sixth chapter will answer this question in the form of a qualified Integration Programme. But for this research to reach that final

chapter and to be able to compile that conclusion some additional questions need to be asked as well. Such questions as: what are the procedures in the city of Lahti, or in the city of Helsinki? Since Lahti is the home municipality of LUAS, the actions must be in certain interconnection with each other. The corporations in Lahti Region will be the possible future employers and partners in certain projects thus the procedures in LUAS' Integration Programme should be of mutual interest. Helsinki naturally has the largest amount of immigrants in Finland thus the actions they take must be well designed and justified therefore Helsinki's programme is more comprehensive than Lahti's and it is a useful source for the LUAS' final programme.

Some other questions taking this research forward include; how do different attitudes affect the outcome of the final programme? What if the Finnish population in LUAS is not ready to contribute towards the foreign students' well-being? Have other universities created their own Integration Programmes? Which are the best measures they are taking and why?

Last but not least this study will find an answer to the most important question with regard to the final programme; how would the foreigners themselves like to be integrated in the Finnish society? The programme would become insignificant if the international students' own opinions would not be asked when it was designed and what would be a better way to integrate foreigners than by their own needs and desires?

#### 1.4 Research Methods

Research methods with this research are mainly qualitative. Some elements defining this study as qualitative are the somewhat small group of people under investigation in the surveys conducted by the author. The research process has relied more on the interviews and email surveys than statistics and numbers, which still are present in this study but not as a major role. The topic of this thesis refers to the social side of the study thus it has been natural to choose the research method which supports that. With open questions, which often are used in

qualitative methods, the advantages and the disadvantages of the current actions could be defined accurately and the attitudes of both sides, locals and immigrants, were able to be revealed. All together three different surveys were conducted: first an email survey for the largest Universities of Applied Sciences in Finland and then for the Universities of Helsinki. These surveys were conducted in order to define the current means that are taken in the Finnish Universities and to get some background for the primary Integration Programme of LUAS.

Another survey conducted was a questionnaire for the Finnish and foreign students in LUAS' International Degree Programmes International Business taught in Finnish, Business Information Technology and International Business degree programmes both taught in English. Finnish students had a separate questionnaire focusing mainly on the attitudes and prejudices, whereas foreign students' questionnaire concentrated on finding out their experiences on the existing orientation measures and how they would prefer those to be developed and improved.

Otherwise this study has focused on determining the current programmes in certain Finnish cities and bringing out the best methods of integrating immigrants to the Finnish culture via the original programmes and their monitoring reports.

### 1.5 Limitations

This study has certain limiting factors in order to keep it precise and solid. The study will only concentrate on the current or the future students. Not on post graduates or on the families the students might bring with them to Finland. Another limitation is that the final programme will only be used at the LUAS Faculty of Business Studies thus it will not be used within the whole University but only in this Faculty. Therefore the numbers used in some statistics are from the Faculty of Business Studies' Degree Programmes and do not concern the entire University. The questionnaires mentioned in the previous chapter have also been sent only to the Faculty of Business Studies' international and Finnish students and whilst designing the final Integration Programme the relations

between the Finnish and the foreign students in their own degree programmes have been taken into account. Canada and some of its integration procedures will be presented since it has been a visionary in immigration related matters for years.

The study will be centred on the cultural aspects as well as study and work related matters. The social services have been bypassed because the school already offers the same health care services for all students regardless of their backgrounds or study programmes. These social matters could have been pondered here as well but it would have expanded this work too far thus they are not discussed profoundly in this work but rather taken as a part of current programmes and brought out if they have appeared to be essential with regard to certain procedures.

One aspect needed to be decided was whether or not to include exchange students into this research. Most of them stay in Finland for three to four months which might not have a significant impact on their future employment desires, but on the other hand, if the integration would be executed effectively it might make a difference in those students thinking as well. Besides many exchange students stay in Finland for the whole academic year and with them the Integration Programme would become essential thus they were included in this research and in the final Integration Programme.

With regard to the final Integration Programme, as mentioned in chapter 1.2., the programme is compiled on a general level. There are no separate programmes for different nationalities, but the programme is the same for every new foreign student. These variations and details can be planned afterwards, when the final programme of this research has been proved qualified by the Business of Faculty's authorities. Another matter necessary to bring about is that the current actions taken by LUAS Faculty of Business Studies are not discussed further but the programme is based on the current action in certain municipalities, on different attitudes of the Finnish people and on the opinions of LUAS' foreign students.

## 1.6 Structure

This thesis consists of four main areas. The topic is entered with the introduction of the Finnish Integration Law and the past actions taken in different cities' Integration Programmes and how they have transformed during the years of their existence. The second section presents the actions that some of the Finnish universities take in order to integrate their foreign students. After the second part some studies on the Finnish population's attitudes towards immigrants are presented as well as the research on the Finnish students' attitudes towards foreign students in LUAS' international study programmes. The final chapter justifies and compiles a design for the Integration Programme for LUAS Faculty of Business Studies.

The first part begins by the presentation on the Integration Law enacted in 1999 and updated in 2005. This law obligates every municipality in Finland to compile an Integration Programme and function according to it with the immigrants in that region. It has given the basis for the Integration Programmes thus it is essential to begin by its introduction.

The first section continues with different examples of the Integration Programmes and other measures that have been taken in different cities in Finland. The Integration Programmes from Lahti and Helsinki are taken under closer investigation. The cultural community centres have an essential role in Lahti and in Helsinki and they will be presented in this section as well. Some general measures with regard to immigrants' adaptation process in Finnish municipalities will be discussed and analysed and finally an example from Canada will be brought out because the country has been a pioneer in working in close co-operation with different immigrant associations.

After the first section some of the Finnish Universities' procedures with regard to foreign students will be presented and discussed. The University of Helsinki will be presented because of the large number of foreign students and the comprehensive integration measures they are taking. The measures taken by the Universities of Applied Sciences in Finland will be presented in this chapter as

well though no actual Integration Programmes were discovered in the email survey conducted by the author.

The third section will present three surveys and discuss the attitudes and prejudices the Finnish people have towards foreigners and foreign students' expectations and opinions on the current integration procedures. A recent research by Magdalena Jaakkola concerning the attitudes during the past two decades will be presented and compared with the findings from the questionnaire compiled for the Finnish students in LUAS studying in the international degree programmes. Then the effects of the attitudes on the success of the LUAS' Integration Programme will be contemplated at the end of the chapter.

The last part of the third section consists of the presentation of the foreign students' questionnaire and the analyzing of its results. These results are brought about in the final sub-chapter and the potential means and actions following from the results are discussed and justified there.

The final set of the qualified integration measures is compiled into the LUAS Faculty of Business Studies' Integration Programme in the sixth chapter followed by the Conclusions, the Summary and the List of References.

## 2 ACT ON THE INTEGRATION OF IMMIGRANTS

This chapter will present the Act on the Integration of Immigrants (later referred to as the Integration Law) enacted in 1999 and updated at the end of 2005. This law designates and guides the municipalities' actions and procedures and therefore is the basis for all Integration Programmes. Entering this research with the introduction of the law will give a proper outlook on the reasons and ideas behind the different Integration Programmes and plans.

### 2.1 The Original Integration Law 1999

On 9 April 1999 President Martti Ahtisaari reinforced the Act on the Integration of Immigrants. This particular law was implemented to secure immigrants' living and to support the acknowledgement of the essential information and skills. Proper integration, equality and freedom of choice were key factors behind the execution of the law as well. Integration Law obliges the municipalities in Finland to conduct integration plans with immigrants of different backgrounds and gives guidelines how to perform them and which authorities are included with which tasks and responsibilities. This law is applied to immigrants who are members of a certain municipality. In other words those who have a home town or home municipality in Finland are entitled to a personal integration plan contrived together with designated authorities. (Act on the Integration of Immigrants and Reception of Asylum Seekers 493/1999, 1§-3§.)

The original Integration Law from 1999 includes different obligations from the authorities as well as from the immigrant himself. First and foremost the authorities are obliged to develop the admittance of the immigrants by constantly following the different steps of the integration plan; Starting from the planning phase, moving to guidance and finally tracing the process and its success. Employment and Economic Development Centres are responsible for the integration and adaptation of the immigrants with the mentioned actions. The



municipalities are generally responsible of the consolidation and the fluency of the process and the Employment Agency together with Employment and Economic Development Centres carry out different labour services and actions for the immigrant. (Act on the Integration of Immigrants and Reception of Asylum Seekers 493/1999, 6§.)

## 2.2 The Updated Integration Law 2005

The updated version of the Integration Law enacted on 29 December 2005 came to force on 2 January 2006 and specified the actions of certain authorities within the integration process.

The functions of different authorities include the following actions:

- First of all the Ministry of Labour will provide a council of integration and refugee applicants' admittance which will plan, develop and consolidate these functions.
- Employment and Economic Development Centre will function under the Ministry of Labour and be responsible of regional consolidation of immigrants' integration.
- The provincial office will participate the planning, guiding and monitoring of the services and procedures advancing and supporting the immigrant's integration and see about that immigration affairs are taken into account when other services and procedures under its administration are being organised.
- The Employment and Economic Development centre is enabled by the updated law to have a commission for immigration affairs as a support for developing and planning the integration, other immigration-related questions and the furthering of the ethnic equality and good ethnic relations.
- The Employment Agency together with the Employment and Economic Development Centre is responsible for organising the proper language studies, employment services supporting the integration and basic studies for the immigrant registered as an unemployed job seeker.

- And finally the municipality's duties include; common and consolidating responsibility of the development, planning and monitoring of the immigrants' integration. The municipalities are generally responsible of organising services supporting the adaptation process and enhancing the integration process via those services. Municipality is obliged to cooperate with the Employment Agency and inform the immigrant of the Agency's and other service providers' services. (Act on the amendment of the Act on the Integration of Immigrants and Reception of Asylum Seekers 1215/2005, 6§, 6b§, 6c§, 6d§.)

The seventh section of the law has been updated as well and today it includes a list of separate actions which are considered to enhance and support the integration. These actions include for instance introduction of the Finnish society and its customs and habits, teaching the language and reading and writing skills, guiding and informing, offering interpretation services, actions and procedures advancing equality and other actions and procedures which encourage the immigrants on their own initiative to acquire the knowledge and skills necessary to function as a part of Finnish Society. (Act on the amendment of the Act on the Integration of Immigrants and Reception of Asylum Seekers 1215/2005, 7§.)

### 2.3 Integration Programme

The actual Integration Programme is compiled by designated authorities. The updated version only focuses on the Municipality's role and actions and does not specify other authorities' actions. According to the current law the municipality is responsible of compiling, developing, conducting and monitoring the effects and the outcome of the Integration Programme. As mentioned, the updated law does not specify the other authorities but the original law included the following ones to the process; the employment authorities, other authoritative and The Social Insurance Institution (KELA). The programme contains a plan of the objectives, actions, resources and cooperation within the process. While composing the programme, the authorities must hear the immigrants, different civil associations, employee- and employer organizations and possibly some other essential

organizations. In addition to the municipality's role the updated law includes ethnic equality and the furthering of good ethnic relations to the programme. (Act on the Integration of Immigrants and Reception of Asylum Seekers 493/1999, 7§; Act on the amendment of the Act on the Integration of Immigrants and Reception of Asylum Seekers 1215/2005, 7§, 7a§.)

#### 2.4 Integration Plan

A personal integration plan is carried out according to the Integration Programme. This plan includes all the actions and procedures which forward and support the immigrants' opportunities to acquire a sufficient knowledge of the language and other skills necessary in order to adapt to the Finnish society. The plan includes the possible actions needed to take to further the integration of the immigrant's family. The municipality, Employment Agency and the immigrant him/herself agree upon the length, and the customization of the plan. The continuation of the aborted integration plan is settled with these parties as well. The right for the immigrant to have the personal integration plan is in force for three years after the arrival to Finland. This time can be prolonged for some specific reasons, for example to acquire abilities to read and write or because of maternity or paternity leave. Other acceptable reasons are the immigrant's age, disease, disability or some child welfare measurement. (Ministry of the Interior 2009; Act on the amendment of the Act on the Integration of Immigrants and Reception of Asylum Seekers 1215/2005, 10§.)

Integration plan is dealt as aborted after one month when the immigrant has been employed on a permanent full-time job or has started full-time professional or academic studies. Before the abortion decision is given the Employment Agency hears the immigrant on the situation. In the making of the plan the immigrant, municipality and the Employment Agency discuss on suitable actions on how to support the immigrant and his/her family to adapt and get the necessary knowledge and skills in order to adjust into Finnish society. Usually these actions and procedures include language studies, adult education on labour issues, any voluntary studying, professional guiding and rehabilitation. Other important

matters supporting the adaptation are practical trainings and especially the integration of children and young adults and other measures which are important for the comprehensive orientation. (Act on the Integration of Immigrants and Reception of Asylum Seekers 493/1999, 10§.)

In order to have own personal integration plan, the immigrant must be active, and take part in the designing of it, in different actions it requires and other ways be active with all the procedures included in it. If the immigrant does not fulfil these requirements, the income support will be decreased. In order to the immigrant to receive financial assistance, he/she must attend those operations agreed upon the original integration plan. (Act on the Integration of Immigrants and Reception of Asylum Seekers 493/1999, 15§.)

### 3 EXAMPLES OF INTEGRATION PROGRAMMES

This chapter investigates different Integration Programmes in certain Finnish cities and examines the different measures the cities are willing to take in order to support the immigrants' integration process. It will begin with the presentation on the city of Lahti's programme, since it will have the primary impact on LUAS' programme, and continue by presenting the programme in the city of Helsinki and the general development of the programmes in the Finnish municipalities. At the end of this chapter an inspiring example from Canada will be brought about as well because it has been a pioneer in working closely together with immigrant associations on the Integration Programme.

#### 3.1 Integration Programme of Lahti

Integration Programme of Lahti was created in December 1999, soon after the integration law became valid. It was conducted by a commission set by the city government. The commission acknowledged that the beginning of the integration process takes the most significant financial contribution. The early stage requires organizing services that are not otherwise necessary in the municipality's social infrastructure. These services include for instance interpretation, special counselling and guidance. However most of the other services needed by the immigrants already exist in the infrastructure, thus there are only a few special needs that call for extra investments. Employment and Economic Development Centre in the Häme Region has had a growing share during the years in educating immigrants in different matters such as language and work-related issues. The Evangelical-Lutheran Church of Lahti has been actively involved with a large amount of voluntary workers and certain society premises around the city owned by the church have been used to different occasions for immigrants for free time and training events. (The Integration Programme of Lahti 1999.)

The Ministry of Labour recommends that the Integration Programme should be monitored yearly and altered according to the findings. The latest published

monitoring report from Lahti is from the year 2006. It states that there are 95 different nationalities in Lahti which has brought about more and more challenges to the success of the integration procedures and that the development of the counselling and the guidance in the early stage of the integration is still of importance. The monitoring report insists that the counselling services should be developed and regularized to reach all immigrants arriving Lahti and at the same time add other early stage procedures to those services. The following actions were stated to be developed after the year 2006: In order to further the immigrants' employment an allowance is reserved for organising the counselling and guidance and training concerning the ways of working in Finland for the existing immigrants but for the immigrants coming to Lahti to work as well. Another action needing the reserved allowance is the number of European Union projects. The current projects are ending and Lahti should reserve an allowance for the coming projects as well since they have proven to enhance the integration. The operations of different associations will be supported according to the city strategy and the reinforced equality and parity plan. (The Monitoring Report of the Integration Programme of Lahti 2006, 1-3.)

### 3.1.1 Objectives and Methods

Objectives listed in the Integration Programme of Lahti are essential for thorough adaptation. The city wants to support the learning of the language, education, employment, participation to the cultural and leisure time activities and to influence the immigrants' willingness to affect the planning and preparing the affairs concerning themselves. The monitoring report has concentrated more on the work-related immigration as has the whole Immigration Policy in Finland (Jaakkola, M. 2009, 5). The city strategy in Lahti has certain goals which will be implemented on the immigrants as well. Some of the priorities in the city strategy are the organising of the services more customer-oriented, making the services more versatile and optional emphasising the customer's own initiative. The emphasis in the integration process is in the early stage actions concerning the counselling in matters such as income support, living arrangements, marriage and divorce issues and the handling of the paperwork concerning financial,

employment and insurance affairs. (The Monitoring Report of the Integration Programme of Lahti 2006, 9-11.)

In order to achieve those goals, the city has made arrangements with different operators. Certain supporting actions have been planned with Employment Agencies, different administrative territories, immigration organizations and civil associations. The integration plan is done according to the law in the beginning of the immigration and the actions towards the goals are planned there with the authorities and the immigrant. (The Integration Programme of Lahti 1999.)

### 3.1.2 Living Arrangements and Education

Lahti aims at locating the arriving immigrants to different parts of the city. The idea behind this is to create as much interaction with the immigrants and the local citizens as possible in resident functions. Locating foreigners in the centre of ordinary people gives the best image of the culture and the habits therefore enhances orientation to the Finnish way of life. The monitoring report from 2006 mentions that certain matters regarding the living arrangements require more efforts and though not much segregation has been observed the immigrants should be informed more on the every-day-living issues and encouraged to take part more actively to resident activities. (The Integration Programme of Lahti 1999; The Monitoring Report of the Integration Programme of Lahti 2006, 12.)

The education begins with the language studies, which are offered to everyone regardless of gender, age or the country of origin. Immigrating children are implanted to Finnish educational system and taught Finnish and their own mother tongue. These children are offered various supporting actions to advance their educational process. Also the schools offering higher level education are developing their actions into more immigrant-friendly direction. Adult education begins with cultural studies besides the language studies. Lahti would like to be the visionary or the forerunner in employing immigrants. The commission believes that when the public sector shows an example in successfully hiring

immigrants the private sector will follow its example. (The Integration Programme of Lahti 1999.)

In the monitoring report from 2006 the language studies of different study levels are considered as part of employment policy education. Salpaus Further Education has arranged language studies with the “nonstop”-principle, which has enabled the arrangement of the education based on the needs and readiness of the applicant. The education in the nonstop-principle is divided into 3-month sections which are organized if necessary. The waiting times for the admission to the language courses have shortened and the quality of the education has improved because the applicants have been tested before entering the course thus they have been directed to the learning groups of the correct level. Salpaus Further Education among some other educational centres has organized language courses directed for the adults as evening studies as well which has been important for the working immigrants (The Monitoring Report of the Integration Programme of Lahti 2006, 14-16.)

The Employment Agency in Päijät-Häme region is offering different procedures for the immigrants in order to help their access to the Finnish labour market. These procedures include for instance labour training, practical trainings and guiding the immigrants to those actions which further the knowledge of the Finnish society. The Employment Agency also offers guiding concerning the vocational selection and rehabilitation services to estimate the ability to work. The vocational selection services are often directed to young people but among immigrants there are people from all age groups that need guidance in these matters. (The Monitoring Report of the Integration Programme of Lahti 2006, 20.)

### 3.1.3 Cultural Actions and Tolerance Promotion

Foreigner library in Helsinki offers literature in several languages, even with the marginal languages in Finland and Lahti City Library is responsible for guiding immigrants of this library's services. Multi cultural community centre Multi-Culti promotes interaction between the locals and the immigrants by organizing



different events and occasions. Its priority is to increase tolerance and internationality in Lahti. Multi-Culti's actions are dealt more carefully in chapter 3.2. Lahti strives to enhance tolerance in accordance with Multi-Culti and other actions. It is actively working against racism and discrimination. The actions done within the living conditions, different resident associations and the development of different meeting points are highly supported. Some concrete measures taken with regard to promoting tolerance include the city's participation in organizing events on the Anti-Racism Day and on the International Polar Night Festival in Lahti. (The Integration Programme of Lahti 1999; The Monitoring Report of the Integration Programme of Lahti 2006, 17-18.)

The Non-Discrimination Act came to force in 1.2.2004 and its goal is to promote equality in different sections of the society. Discrimination is forbidden in Finland and there are several international agreements Finland has taken part in order to further the egalitarian society. The authorities are obliged by law to compile an equality plan which purpose is to enhance the ethnic equality. In Lahti the current equality plan includes the following action;

- Recognizing discrimination and interfering when recognized
- Local co-operation and organizing and informing of different guiding services
- Employing the representatives of the minorities and immigrants to the city services
- Adequate supporting of the immigrant services and developing the actions in the integration process
- Self evaluation of the equality by the authorities

(The Non-Discrimination Act 20.1.2004/21, 4§; the Monitoring Report of the Integration Programme of Lahti 2006, 2.)

### 3.1.4 Multicultural Centre Multi-Culti in Lahti

Multi-Culti is located in the city centre in Lahti. It functions as a meeting place for foreigners and local citizens and help immigrants to adapt to their new home town without losing their own traditions. Mrs. Pirkko Hämäläinen is the only full-time worker in Multi-Culti which illustrates the large number of voluntary workers in the organising of events and courses which include different educational and free time events, cultural evenings, parties and trips that are politically and religiously nonaligned. The number of yearly voluntary workers is approximately 50 and they are of different nationalities. (Hämäläinen, P. 2009; Lahden Nuorisopalvelut 2009).

According to Mrs. Hämäläinen the number of Finnish customers has increased during the years and on the other hand she feels that the number of immigrants might have decreased a little. But in general the number of customers has grown though not any specific figures have been collected. The reason behind not collecting any figures is the basic idea of Multi-Culti where no one is asked why they are there, where they come from or what is their background. The range of customers vary from the ones who have been participating since Multi-Culti's establishment in 1995 to the ones who come once or twice and get what they came to look for and do not return. Mrs. Hämäläinen emphasises that the functions are open to everyone and she encourages different language groups to spontaneously start their own events where they can get together and change experiences. The larger events such as The International Polar Night Festivals are arranged in Kasisali premises and other smaller ones in Multi-Culti's own premises. The only group event that has been restricted somehow is the International Women's Group, where no men are not allowed to participate but otherwise all events are open to both genders and all nationalities. And the main goal is to enhance multi-ethnic, equal city of Lahti which appreciates diversity. (Hämäläinen, P. 2009; Lahden Nuorisopalvelut 2009).

### 3.2 Integration Programme of Helsinki

The overall Programme of Helsinki follows the same structure as the Programme of Lahti. The basis for all the programmes comes from the Integration Law introduced in the first chapter and from the Non-Discrimination Act introduced in the chapter 3.1.3., thus they appear to be similar. After examining them a discovery can be made that in Helsinki this matter has been studied in a considerably deeper level and the Programme gives straight answers and solutions to some existing problems. In their research the council of foreign affairs of Helsinki came to the same conclusion that has been covered several times in this research which is the question of the Finnish language and the effects of not knowing it. Knowing the language opens up the culture and when the language is not absorbed well the natural outcome often is the unemployment and the alienation from the society. Hence it is crucial to succeed in the measures set in the Integration Programme and make immigrants as the source of unique skills and knowhow. (The Integration Programme of Helsinki 1999, 5-6; The Monitoring Report of the Integration Programme of Helsinki 2007, 2).

#### 3.2.1 The Actions in the Beginning of the Programme

Several official agencies produce brochures in different languages thus making sure most immigrants get the clear information on their services. These brochures are located in different premises of the specific bureau but also in the Community Centre Caisa. Helsinki City Transport used to send an information folder “Welcome to Helsinki” to everyone who has moved into Helsinki during the year. They explained how the public transport functions in the Helsinki area and where their service points are located. Unfortunately they found out that usually by the time that folder arrived to the recipient, they had already discovered themselves how the public transport functions therefore Helsinki City Transport decided to quit producing and delivering them. Their representative still takes part in certain events and gives personal assistance too immigrants on the procedures and the protocols of public transport in Helsinki city area. These personal meetings and encounters are highly supported in order to secure the information flow to the

immigrants in other ways as well than only by leaflets and brochures. (The Integration Programme of Helsinki 1999, 17-22.)

### 3.2.2 Living Arrangements and Education

Living is arranged by the municipality but there is a shortage of free apartments. And although the municipality is trying to locate immigrants in different parts of the city they cannot help the fact that the apartments becoming free are from the areas that already inhabit a large number of immigrants. As a result segregation becomes one of the larger problems that are hard to prevent. Therefore the city is aiming at finding alternative solutions for municipality owned apartments, for instance organizing the living circumstances via private housing or via different foundations. Helsinki programme, as well as Lahti programme, emphasizes the importance of the interaction locally in the residential area. The immigrants should receive guidance concerning the manners of living and the way Finnish people treat their neighbours and want to be treated by them. (The Integration Programme of Helsinki 1999, 23-24.)

The current measures with regard to arranging the apartments for the immigrants take place according to the original programme. The city is striving to designate the immigrants to different regions in order to prevent some part of the city to become stigmatized. The resident associations are highly supported since through them the possibility of ethnic groups diverging is diminished and the immigrants become parts of the functional resident association. Helsinki monitoring report acknowledges the changing features of the immigration and recognizes the arising need for owner-occupied flats instead of only rental apartments. The baseline here is that the immigrants with this feature can utilize the same subsidiaries as the locals. (The Monitoring Report of the Integration Programme of Helsinki 2007, 9.)

Different adult education institutions offer special courses to immigrants which consist mainly of language studies. There are also additional courses for immigrants in foreign languages, information technology, and with some leisure

time activities. The adult courses are chargeable and in the year 2007 the charge was 125€ per year at the maximum. There is also a possibility for the guided independent learning in the Open Language Studio which is directed to the immigrants who cannot participate the regular language courses. The vocational studies are organised by different institutions with the additional allowance directed to the language studies for the immigrant students. Helsinki Education Department is responsible for organising the language studies for the immigrants. Children and youth are directed into year-long preliminary studies which enhance the adaptation to the Finnish society and make the students more prepared for the basic studies standards. Finnish is taught as the second language and the children have the possibility to study their mother tongue throughout their school years. (The Integration Programme of Helsinki 1999, 28-31; The Monitoring Report of the Integration Programme of Helsinki 2007, 10-16).

### 3.2.3 Courses on Sports, Cooking and Relationship Skills

One integrative measure well looked after in Helsinki is the exercise services. Immigrants as well as local people are interested in physical exercise and group exercises, but immigrants may find it intimidating going to all-Finnish classes. Therefore Helsinki wanted to include these services as even larger part of the integration process than it was in the past. They had by the year 1999 arranged many different local projects including several forms of leisure actions directed straight to the immigrants. Naturally these did not only include physical exercises, but knitting and sewing courses, cooking courses and special language courses for immigrant women too. Multicultural Association Familia Club ry has been involved in organizing many of these activities during the years. At the moment Familia Club is managing a Duo project for intercultural couples. This project will take three years and function as a supporting and counselling service for couples and families facing challenges because of their family structure. (The Integration Programme of Helsinki 1999, 43; Familia Club Ry, 2009).

### 3.2.4 Strengthening the Immigrants' Cultural Identities

Community Centre Caisa was formed to help immigrants to get acquainted with the Finnish culture while maintaining and developing their own. Caisa's actions will be discussed closer in the next chapter. Another cultural issue that has been highlighted in Helsinki Integration Programme is the importance of library services. The City Library's virtual services include Multicultural library (MCL) which purpose is to enable all Nordic countries' library services forthcoming to every inhabitant in the Nordic region. They concentrate especially on the foreigners in this area, and on satisfying their cultural and intellectual needs. MCL has material in over 60 languages and the books can be ordered in to any library in Helsinki region. (City of Helsinki Cultural Office, 2009; Lång, A., 2007).

### 3.2.5 Cooperation with Immigrant Associations

The council of foreign affairs has emphasized the importance of immigrant associations in the beginning of the integration process. Helsinki has supported these organizations as a means of promoting the adaptation to the Finnish society. Immigrant representatives had stated that the best way for an immigrant to learn the new culture and manners is to be taught by another immigrant who has gone through the same process and adapted well in the Finnish society. For example in Canada, immigrant associations are an essential part of integration process. The Canadian model will be discussed further in this chapter. Helsinki continues to search immigration associations to complement and improve the service structure. (The Integration Programme of Helsinki 1999, 50; The Monitoring Report of the Integration Programme of Helsinki 2007, 28).

### 3.2.6 Promoting Tolerance

Helsinki Integration Programme desired to grasp the issue of the diminished tolerance. During the late 1990s the attitudes towards immigrants had become more negative partly because in 1997 the government's policy on immigrant and

refugee matters concentrated on refugee questions, and possibly did not emphasize the positive sides and future prospects these immigrants might hold within. The programme illustrates that these worsening attitudes were visible in the street scene, generally showing as insults and bullying for example on the streets and on public transport vehicles, as the unwillingness to employ immigrants and as a lousy service in the grocery store, restaurants and among public authorities.

These matters naturally have straight connection to immigrants' mental illness and segregation problems. Therefore the city wished to support actions to prevent discrimination from occurring and if these actions were noticed somewhere, the city's authorities got involved and actively tried to eliminate them. (The Integration Programme of Helsinki 1999, 51-53.)

The natural way to begin those actions was to start with the city's own personnel and to show an example through that. Different kinds of notifications and public messages were published in order to increase the citizens' awareness thus affect the prejudices and attitudes by informing about the positive sides of immigration and diversity. Again the community centre Caisa had a central role in many of the actions taken. Caisa for example arranges yearly fairs open to everyone regardless of the background or the country of origin. These fairs offer an excellent way to get acquainted with different cultures through diverse foods, discussions and musical acts. Different authorities and non-governmental organizations take part in these fairs as well and present their actions and experiences with the immigrants. (The Integration Programme of Helsinki 1999, 52-53; City of Helsinki Cultural Office 2009).

The issue that proved and still proves to be the most challenging, when concerning tolerance, is the attitudes on local level within the living environment. The immigrants did face most discrimination and bullying inside their own neighbourhood, but there were also complaints about immigrants not willing to learn how to live by the Finnish standards. (The Integration Programme of Helsinki 1999, 53). This is why it was and is important to emphasize the interaction between the immigrants and the Finns on the local level; to prevent

these problems from occurring. They take place when knowledge is replaced by ignorance thus it is necessary for the city to educate both parties.

### 3.2.7 Partnership

In order to affect the general knowledge and awareness of both immigrants and locals, it is essential for the city to work in close relationship with different organizations. With open co-operation segregation and discrimination can be lessened. This partnership should be formed by various actors, for instance public governance, actors of economic life, national and immigrant associations and by individuals. All of them should create a firm alliance and commit to assist each other and external actors to be able to advance immigrants' adaptation to Finnish culture. Immigrant associations cannot function on their own, but they need assistance from the authorities and non-governmental organizations. Furthermore there are no associations for all immigrating groups and some researches done before the Helsinki integration program was created stated that normally these immigrant associations do not represent the groups that are in the weakest position in the society, but the activities focus on the higher social groups. Therefore to be able to approach those weaker immigrant groups, different means should be implemented, and here the mentioned co-operation comes to play an important role. (The Integration Programme of Helsinki 1999, 56-57.)

### 3.2.8 Multicultural Centre Caisa in Helsinki

Integration law does not require municipalities to execute any actions with regard to foster the immigrants' own cultures or religions. In Helsinki in the year 1995 the municipality's authorities, different associations and town citizens hoped to create a meeting place for different cultures which would enhance the more multicultural Helsinki. And in 1996 the International Community Centre Caisa was established and designated not only as a rendezvous but also as an information centre for the representatives of different cultures. (Joronen, T. 2003, 11-12.)



Caixa is therefore similar to the community centre Multi-Culti in Lahti. Naturally the volume is larger and the operations are done in a larger scale, but the idea behind both centres is alike; to bring together the immigrants and the locals and to educate both parties of others' cultures and customs, all in all to increase tolerance and internationality.

Helsinki foreign policy in 1995 included certain goals for the internal integration of different immigrant groups. The authorities behind the policy believed that the ethnic identity is best nurtured when their own cultural actions were supported. This is why different ethnic organizations were highly promoted. Besides being a meeting place for local and foreign people, Caixa was planned to function as a cultural melting pot, where some activities would not include any Finnish point of view. Caixa would function as a neutral and impartial venue for the groups needing the most support, which are the ones of refugee background who carry the scars of civil wars in them. Those nations are commonly the most divided and hard to bring together. Consequently these groups should be supported and brought together in places like Caixa, which are nonaligned and objective. This is why the volume of offered actions in Caixa would vary according to the needs of certain groups. (Joronen, T. 2003, 13-16.)

A research made in Caixa in 2002 indicated that most people attending the activities were immigrants. The research was made by interviewing people at Caixa's premises in different occasions during two months time. People from different continents were well represented thus Caixa had managed to reach out people from different parts of the world and different backgrounds. From the local population, females were largely more active than males in attending events and courses, whereas with immigrants the figures were even between males and females. Working women and students from the local people were the most active groups to attend events with regard to profession while unemployed immigrants formed a largest group on their behalf. Unfortunately the result from this research made in 2002 was that Caixa has not succeeded to fulfil every objective it had set. The main issue is the interaction between the immigrants and the local people which had failed. Both groups visited Caixa relatively much, but they attended

separate occasions and events, thus left the general intercourse on a minor level. The research showed that people from both groups spent free time in Caisa, for instance had a cup of coffee, but these visits did not lead to interaction with people from other groups. The best means to get different people to interact would be the different courses and educational events, but these were mainly organized for foreigners which naturally did not allure local people to join. (Joronen, T. 2003, 28-31.) Unfortunately any later studies have not been published yet to compare the current situation to the one prevailing in 2002.

Community Centre Caisa is running a web page called Info Bank, which offers information on the Finnish society with 15 different languages. Info Bank includes general information on Finland and specific information on certain cities for instance on Helsinki, Turku, Tampere and Rovaniemi. This service has been funded by the cities included, Ministry of Labour and Ministry of Education. These web pages give information on various matters which are essential when coming to Finland and beginning a life here. The pages include several links to different immigrant associations and other essential contact information. This forum works as a compact package of central information which is necessary in order to get acquainted with Finnish society's different actions and actors. (City of Helsinki Cultural Office, 2009.)

### 3.3 Integration Programmes in Other Municipalities

The Ministry of Labour in Finland has monitored municipalities' actions with regard to the Integration Programmes since the year 2000. The goal has been to get information on the current status of the programmes and their development. In 2006 the answering percentage was 53%, which meant that 250 of 400 municipalities in the mainland answered the internet questionnaire. Every third of the answered municipalities had updated their Integration Programmes and the number of equality plans had grown; already 67 municipalities had designed the plan as in 2005 only 51 municipalities announced to have one. The availability of the integration services had proven to be more efficient in those municipalities which had a separate co-ordinator nominated to handle immigration affairs than in

those which did not have an integration co-ordinator. The problems with the immigrant's personal integration plans occurred generally because of the lack of resources and personnel. (Saarto, A., Vattulainen, E. 2008, 3-4.)

The answers from the 2006 monitoring survey reflected that the general guidance and informing has increased and become more efficient. The local co-operation and its development were seen as key issues in the improvement of the integration processes. The municipalities hoped to increase the professional education by creating low standard employments and opportunities to combine language studies and working. With regard to language studies regularity was required. From the municipality's personnel's point of view, more education and common training were asked for and local businesses and corporations were hoped to join in the integration processes and actions. (Saarto, A., Vattulainen, E. 2008, 21-26.)

### 3.4 The Canadian Paradigm

The role of various associations and the collaboration with several voluntary-based organizations is tremendous. Canada has the second largest number of yearly immigrants in the world and the policy practiced to integrate them has been rather successful. In many organizations offering their services to immigrants the personnel is largely former newcomers thus the most capable experts in aiding the new immigrants to settle and adopt the new culture. There are no language barriers which is often one of the key issues in obtaining the immigrants' trust. These organizations help in finding apartments and in the search of jobs but most of all are there to create a sense of safety by accommodating in every day issues and basic social matters. (Schmidt, Sr. R. 2007; Citizenship and Immigration Canada 2009.)

#### 3.4.1 Federal Organizations

There are four defined Governmental organizations of which the hundreds immigrant-serving associations offer information to the newly arrived immigrants. On the following chapters these four will be shortly presented and described.

The first organization is called LINC (Language Instruction for Newcomers to Canada). It is directed for adult immigrants to assist them to absorb the official language, English or French. There are many options on how to study and when to study and even transportation and child care are funded by the Government. (Citizenship and Immigration Canada 2009.)

Another measure proved to be successful is the Host Program. The federal is funding its actions in which a newcomer is matched with a Canadian family or individual in order to facilitate his or her integration process. Also the adaptation of the language, habits and the whole concept of Canadian culture and way of living will become considerably easier with this procedure. (Citizenship and Immigration Canada 2009.)

ISAP (Immigrant Settlement and Adaptation Program) guides the immigrants in different community services and how to reach them. These services include social, economic, cultural and educational services to mention a few. Via this service immigrants can also be provided with translations and interpreters when needed, for example when dealing with bank affairs or other errands which require total and clear understanding. They organize courses on working life and help to prepare resumes and provide non-therapeutic counselling. (Citizenship and Immigration Canada 2009.)

ELT (Enhanced Language Training) concentrates on advanced level language education, offering courses on work-related language studies and general knowledge on the Canadian labour market. They give mentoring, assist on getting internships and even permanent work placements. (Citizenship and Immigration Canada 2009.)

### 3.4.2 First Steps of the Canadian Integration Programme

The Canadian Integration Programme is run by Immigrant Settlement and Adaptation Program (ISAP) which funds different kinds of organizations,

governmental and non-governmental, to provide important services to newcomers. ISAP services have been divided into two streams, A and B. Stream A consists of necessary direct services to immigrants and stream B's proposals are either national or regional indirect services such as conferences and seminars. Stream A's services include:

*Reception: Immigrants are greeted upon arrival at the Port of Entry and provided with a Welcome to Canada kit that includes valuable information to help newcomers begin to get settled.*

*Referral: Newcomers are referred to various resources in the community which relate to economic, social, health, cultural, educational and recreational facilities in Canada. A worker from the SPO may accompany the client to the community resource, if necessary.*

*Orientation: Newcomers are assisted with such aspects of daily life as: public transportation; banking; day-care and babysitting; school registration; shopping for food and clothing; budgeting; nutrition and food preparation; household management; safety; housing, especially dealing with landlords and utility companies; etc. This includes an introduction to the local community to provide them with a sense of belonging to the new community, and information concerning their rights and obligations.*

*Interpretation and Translation: Interpreters are available to assist immigrants and refugees in their day-to-day activities and in accessing services prior to their becoming functional in English or French. Translation services are available for documents relating to employment, health, education and legal matters.*

*Para-Professional Counselling: Non-therapeutic services (identifying needs, determining how to meet those needs and helping the newcomer get help) are available to immigrants and refugees having difficulties adjusting to life in Canada.*

*Employment-Related Services: These services include assistance in obtaining required certification of education and/or trade documents and job finding clubs that hold sessions on intensive job search techniques, including résumé writing, interview skills and use of the telephone.*

These actions are somewhat similar to Finland, but Canada has taken its functions a step further. Naturally the recourses and the years of experience play an important part here, but there is no reason why those same actions could not be supported in Finland related to the number of Immigrants. (Integration - Net 2008.)

## 4 INTEGRATION MEASURES OFFERED BY UNIVERSITIES IN FINLAND

This chapter will introduce some of the integration procedures certain Universities in Finland have. The University of Helsinki will be presented first since it has the largest resources in Finland thus the actions taken in Helsinki are the most comprehensive of all the Finnish Universities. After explaining the different measures taken by the University of Helsinki, the Universities of Applied Sciences' are taken under investigation. The results from an email survey done for the largest Universities of Applied Sciences in Finland will be presented and the possible actions taken reviewed.

### 4.1 The University of Helsinki

The University of Helsinki publishes a yearly guidebook for the international students. The guidebook is a solid 150-paged package of all the essential information a newcomer would need. The first section of the guidebook contains general information about Finland and more precise information about Helsinki and the University. In the second section Student Organizations are presented and in the final section the reader gets information about the different authorities in Finland and about general matters concerning every-day life in Finland. The guidebook introduces the school rules to the new student but besides rules and regulations there is a menu and grocery guide which will ease the foreigners' first weeks in Finland. The University of Helsinki has four main services for their students which will be presented in the following paragraphs. (Byman, Ramberg 2008, 28.)

#### 4.1.1 Admission Services

Admission services offer information to both Finnish and foreign applicants, as well as to anyone who might be interested in studies at University of Helsinki. It is responsible of creating marketing material and web services and distributing

them for those target groups mentioned above. Admission Services unit maintains admission data systems and co-ordinates the administration, marketing and student services for Helsinki Summer School. It also provides support services in student recruitment for the departments and faculties. (Byman, Ramberg 2008, 28; University of Helsinki A 2009.)

#### 4.1.2 Student Affairs and Financial Aid Services

Student Affairs and Financial Aid unit provides information on student services such as student benefits, grants, study rights and financial aid. They assist on enrolments and registrations, transcripts and other registration and financial aid issues. This unit is responsible for organizing the study progress monitoring and student tutor system and they offer special services to disabled students and international students. Their services are visible in all four campuses of University of Helsinki. (Byman, Ramberg 2008, 28; University of Helsinki A 2009).

#### 4.1.3 International Student Mobility Services

The International Student Mobility Services is responsible for organizing the student exchange matters for both incoming and outgoing students and personnel. They offer services and information on the application processes and organize orientations for all parties. The unit provides housing and transports for the incoming students and is responsible for most international mobility grants. It also enhances student mobility with personnel training and different materials. (Byman, Ramberg 2008, 28; University of Helsinki A 2009).

#### 4.1.4 Career Services

Career Services provide services for faculties and departments in planning and arranging the Working Life Orientation Studies for degree students. The unit co-ordinates traineeship programmes in the University and collects information on the recent graduates' and former students' career paths and employment. This unit's purpose is to facilitate students' transition into the working life therefore it



offers support and advice in job seeking and career planning, organizes employment training and gives guidance on commissioned Master's Theses and traineeships. Career Services unit maintains a database of vacancies and it functions as a virtual meeting place for the students and employers. (Byman, Ramberg 2008, 27; University of Helsinki A 2009; University of Helsinki B 2009).

Career Services publishes a booklet for international students called International Student's Guide to Working in Finland. This guidebook gives a good insight on Finnish working environment and on different practical matters like taxation and contracts. There are also examples of English and Finnish Curricula Vitae as well as of the Cover Letter. In the end of the booklet one finds a small work-related vocabulary important for job applicant. (Byman, Ramberg 2008, 27; University of Helsinki B 2009; University of Helsinki C 2009).

#### 4.2 Helsinki Education and Research Area

Helsinki Education and Research Area (HERA) brings together higher education institutions for the development of the Helsinki Metropolitan Region. Hera consists of four projects of which Helsinki University is responsible for the Hera2 –project called Developing the International Activities. This subproject concentrates on enhancing the internationalization and developing the international services for both students and personnel and the five service groups facilitating the project are: (Helsinki Education and Research Area A 2009.)

##### 1. International Marketing and Recruitment Services

International Marketing and Recruitment Services compile country and market analyses for the use of the higher education institutions in order to support their marketing strategies. This service unit also implements different student recruitment activities to the universities' target markets and develops marketing co-operation with the local partners. It also invests in personnel's marketing training and consultations services. (Helsinki Education and Research Area B 2009.)

## 2. Developing Finnish and Swedish Language Teaching and the Cultural Competence of Personnel

The project for developing Finnish and Swedish language teaching and cultural competence of personnel aims at offering the best quality of the language studies in Finland reachable for every international student. This subproject wants to enable teachers with proper problem solving tools with regard to solving the needs of different students of different backgrounds. (Helsinki Education and Research Area B 2009.)

## 3. Housing Services for International Students and Personnel

As the housing situation gets more and more challenging in Helsinki Metropolitan Region the Housing services for the students and personnel need sudden development. With this project the higher education institutions aim at developing the use of the housing stock more efficiently and regenerating new housing models and ensuring a sufficient housing supply. (Helsinki Education and Research Area B 2009.)

## 4. Career Services for International Students

Career Services are similar as mentioned in the page 34. Their main purpose is to facilitate the transition from student to employee by building a proper network between students and employers. (Helsinki Education and Research Area B 2009.)

## 5. Social Services for Students and Personnel

Social Services and Health Care services want to map out different aspects of international students' immigration, income, employment and health care and develop the actions according to their findings. (Helsinki Education and Research Area B 2009.)

### 4.3 Universities of Applied Sciences

In order to examine different procedures the Universities of Applied Sciences might have with regard to integrating their foreign students and email survey was executed for the largest Universities of Applied Sciences in Finland. From the answers received one clear observation could be done and it was that none of the Universities of Applied Sciences had a qualified Integration Programme for their international students. This observation was somewhat surprising when considering the growing number of international students, presented in the figure below.

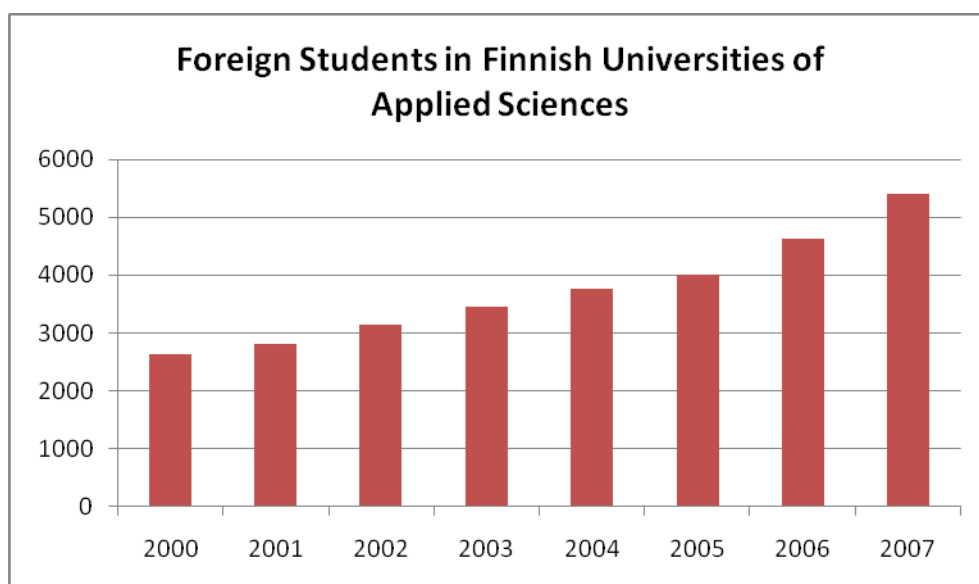


Figure 3. Foreign Students in Finnish Universities of Applied Sciences, CIMO 2009

The figure based on the information from CIMO (Centre for International Mobility) clearly indicates that during the last seven years the number of foreign students has increased with several thousand starting from the year 2000 with 2640 and reaching 5406 in 2007. (CIMO 2009) Therefore the lack of Integration Programmes is peculiar, but as can be seen in the following paragraphs, certain Universities of Applied Sciences had some procedures concerning the international students which could be considered as integration measures, but are under different name.

In Turku University of Applied Sciences (TUAS) certain procedures have been taken into use during the recent years. They have offered additional language and cultural studies and worked in co-operation with other higher education institutions in Turku Region. TUAS has also organized different courses on job seeking and how to work in the Finnish working environment. They have also organized different guidance and consultation services in the international department, as well as in the study affair's office and within degree programmes. (Virtanen, K. 2009.)

Laurea University of Applied Sciences has made a Programme for International Activities and Operating Plan 2007-2009. This plan includes some actions being developed concerning the international students. With regard to the general development of Helsinki Metropolitan Region Laurea pursues to develop the international degree programmes and the integration of the international students to Laurea and Finland. Laurea wishes to enhance the foreign students' employment in Finland thus developing career planning courses and improving their opportunities in getting practical training placements within the region. Different projects will be generated in order to increase the interaction between the foreign and the Finnish students and different co-operation possibilities will be mapped with the incoming as well as the outgoing exchange students and personnel. Laurea is actively taking part in Helsinki Education and Research Area's Hera2 project introduced in the page 35 and by that commitment they are translating their marketing and recruiting material into English in order to serve as many target groups as possible. (Laurea 2009.)

## 5 SURVEYS ON THE ATTITUDES TOWARDS IMMIGRANTS AND ON THE OPINIONS OF FOREIGN STUDENTS

The following chapter discusses about the attitudes that Finnish people have towards the foreigners as workers and in general. In order to find it reasonable to integrate foreign students and to discover the possible challenges and obstacles the existing attitudes might create these opinions were important to bring about. At first the attitudes of Finnish people in general will be presented based on the findings of Mrs Magdalena Jaakkola who has been conducting the social surveys concerning the attitudes towards foreigners and immigrants for more than two decades now and then the results of the questionnaire (APPENDIX 1) for the Finnish students in LUAS will be presented with its results analysed and explained. Finally the foreign student's questionnaire and its results will be presented and discussed upon.

### 5.1 General Perspective on Attitudes in Finland

The attitudes in Finland have become more positive since the late 1980s when Mrs. Magdalena Jaakkola began to conduct the surveys measuring them. In the year 2007 the attitudes towards foreign labour force were more positive than in any earlier corresponding research. After the recession in the beginning of 1990s the attitudes were the most negative when more than half of the respondents thought that Finland should accept less foreign labour force to enter the country (Jaakkola, M. 2009, 22). With regard to Mrs. Jaakkola's findings the attitudes during the publishing of this research could be assumed to some extent to relate to the attitudes after the recession in the 1990s.

#### 5.1.1 The Matters Affecting the Attitudes

One important matter which affected the attitudes was the size of the municipality the respondent lived in. In Uusimaa area of Finland the attitudes were more positive whereas in eastern Finland the attitudes were the most reserved. But in all

larger areas the positive attitudes were more common than the negatives. In large cities such as Helsinki and Turku the opinions were more approving than in other cities of Finland but a remarkable matter is that in the 2007 survey the attitudes in rural Finland were more positive than before as well. (Jaakkola, M. 2009, 22-27.)

Another matter affecting the attitudes was the level of education and profession. The positive attitudes have increased in every profession groups but there lies some differences between the groups; for example the degree graduates and directors and other higher officials were more tolerant towards foreign job seekers than other groups in 2007. At the same year only a quarter of employees thought that more foreign labour force should be taken in the Finnish market. In age and gender groups the attitudes have grown more positive, but 15-29 year-old men and women over 50 years of age were the most reserved in 2007. (Jaakkola, M. 2009, 27-28.)

The communication between the representatives of different cultures enhances the tolerance. (McLaren, L. M., 2003.) This has been observed also in Jaakkola's survey results which has been the natural outcome from the growing number of immigrants in Finland. The variation in the number of people with foreign acquaintances was regional here as well. The more north the respondents lived, the fewer encounters they had with foreigners. There were some differences between the professions as well. The directors and the entrepreneurs had the most foreign contacts whereas the least interaction happened with the foreigners and the pensioners and farmers. Also the ones who had travelled or worked abroad had more contacts with the foreigners than average. These personal relationships were clearly connected with the positive attitudes; the more foreign contacts the people had the more tolerant they were towards them during all the surveys. (Jaakkola, M. 2009, 28-30.)

### 5.1.2 The Reasons for the Attitudes

Magdalena Jaakkola became into the conclusion that the difference in the positive attitudes between the larger cities and rural areas was the altering population

structure in separate municipalities. The differences in attitudes disappeared after the age, gender, education and foreign contacts' effect to the results was standardized. The effect explaining the attitudes the most in all times and in all districts was education and the level of it; the higher the education was the more tolerant was the respondent. Foreign contacts were another factor which explained the relation to the attitudes towards foreigners in all districts in all survey times. The respondents who didn't know any or knew only a few foreigners were more intolerant than the ones with several foreign contacts. (Jaakkola, M. 2009, 34-37.)

## 5.2 Research Questionnaire for the Finnish Students in LUAS Faculty of Business Studies

In order to examine the general view the Finnish students have towards the foreigners a questionnaire (APPENDIX 1) was compiled. The survey was sent to approximately 150 Finnish students who study in LUAS' study programmes. The questionnaire was designed to determine how open-minded and helpful Finnish students are in reality. LUAS can use an enormous amount of resources, physical and financial, in order to create their own Integration Programme, but without true cooperation and openness it will not function soundly. Therefore the people spending the most time, at least in the school environment, with the foreign students were important to become investigated.

The questionnaire consists of 18 questions which were built in such a way that they would present the attitudes as clearly as possible and as honest as possible. First there are three short questions that offer some information on the respondent. The gender and the place of domicile were important to be clarified because the attitudes differ rather considerably between males and females and whether they come from large, already multicultural cities or from small village in Ostrobothnia. Certainly these did not define the respondent at once, but the general studies have shown that people that come from multicultural environment usually are more tolerant towards foreigners than those of monocultural background (Jaakkola, M. 2009, 28-30). The line of study was good to clarify as well since there is an International Business -line for only Finnish students and it

was interesting to see how the attitudes would differ between Finns that study in the Finnish line and the Finns that study in the cross-cultural line.

The fourth and the fifth question about the Finnish students' prejudices against immigrants and their attitudes towards the foreigners already living in Finland were essential to determine because the research published in January 2009 states that the attitudes towards immigrants have turned into more benevolent during the last 20 years. (Jaakkola, M. 2009, 11.) The above mentioned fact was needed to be confirmed with this research as well because the question here is about certain closed environment with people from different parts of Finland and the results might vary because of that. These questions would also benefit in the making of the final Integration Programme when some measures for growing tolerance would be discussed. The questions number 6 and 7 also reflect those attitudes and give a more precise image of them. When asking about the good and the bad sides of immigration the respondent was forced to think about both sides and not only concentrate on the positive or the negative.

Questions 8, 9 and 10 are about the interaction with the immigrant and the respondent's preferences on the immigrant's country of origin. The 10<sup>th</sup> question inquiring any fears the respondent might have towards immigrants was asked to define reasons for the possible attitudes or prejudices or reasons why the respondent might not interact with the immigrants. Interaction between the foreigners and the locals is the key to the immigrants' adjustment for the new culture, but also for the locals' awareness and that is emphasized in the Lahti's Integration Programme as well as in Helsinki's, thus it should be a noticeable part of LUAS' plan too.

The three following questions describe the Finnish students' willingness to help the immigrants in the adaptation process, and who they feel should be responsible for their integration. A straight question concerning LUAS was brought out asking if the respondent should have any thoughts on what sort of measures the University should take with the integration of the foreign students. These



naturally will reflect to the final programme but also bring out the actual eagerness to help and care for the immigrant's assimilation.

The five final questions are about improvements on the certain areas of the integration process, about the respondent's attitude towards an immigrant as an employee and whether or not these immigration issues will be of the respondent's interest later. One question for instance is requiring how the immigrants might learn Finnish better and another one asking about improvements in the whole integration procedure. A question of the respondent's likability to hire an immigrant to work for him or her if he or she was an entrepreneur of course relates to the frequent topics in the news papers on the importance of foreign labour force and how still today only the foreign name might be the cause for one not getting a specific job opportunity. (Räty 2009, 4.) These questions help to determine the possible help from local people at implementing the programme because it is likely that the very same people studying now in those programmes will be the future employers of Lahti region and to know their attitude towards the issue of foreigner employment and how to make it better is hence very important.

### 5.3 The Results of the Finnish Questionnaire

As can be seen from the questionnaire results (APPENDIX 3) most of the Finnish students seem quite tolerant towards immigrants and many are willing to help the immigrants to adjust better to the Finnish culture. Many answerers see the cultural differences as a positive thing rather than negative and some even suggested that the negative sides are not brought into Finland by the immigrants but they are created by the Finnish people with their prejudices and negative attitudes. Several respondents still suggested as the negative sides the crimes committed by the immigrants, and the hardening competition in the labour market. The extra expenditure was also brought up in many answers, meaning the expenses the alienated or otherwise unadaptable immigrants bring to the society. But despite those negativities the diversity and new cultures were strongly seen as positive sides and almost every respondent mentioned that as the initial positive matter.

The interesting result in this questionnaire was that most people considered the immigrants as strength in the work place and would definitely hire an immigrant if they were the business owners. Some people preferred immigrant applicant over the Finnish one, but many also required the necessary know-how and somewhat fluent use of the Finnish language. This result indicates a positive change in attitudes in Lahti region, where the immigrants' unemployment degree is three times larger than of locals. (Lahden kaupunki 2009.)

As mentioned in the first paragraph of this sub-chapter, many students are willing to help, mostly on the friend-basis. Mostly the answerers thought that the immigrants might need the most support in the everyday-matters and in them almost everyone was willing to offer their guidance and counselling. Many saw befriending as a large part of the integration process and in that they were very willing to help. The actions many regarded as important in order to accommodate the integration were different events for all nationalities organised by the school and the municipality. Many considered it of importance to teach the foreigners more about the culture and Finnish way of life. The language studies were mentioned in almost every answer when the respondents were asked about the ways the school should assist the integration process.

Most students were interacting with the foreigners constantly, which could indicate that some answers concerning the possible improvements they thought should be made might have become straight from the foreign students and other acquaintances they relate on a regular basis. The preferences in nationalities the Finnish students would rather relate did not vary too much. None of the respondents did mention Africans as their most preferred social group, but on the other hand, no one said that it would be their least preferred either. Mainly the preferred cultural groups were the Europeans and the Asians which per se is not surprising since most foreign students in LUAS Faculty of Business Studies come from Asia and the similarities in cultures are often the reason behind Finnish preferring to interact with other Europeans. (Kokko 2009-1.)

#### 5.4 Research Questionnaire for the Foreign Students in LUAS Faculty of Business Studies

An Integration Programme without the opinions and insights from the immigrants is like a house without a proper foundation. Therefore another questionnaire (APPENDIX 2), this time for the foreign students, of 20 questions was created. This questionnaire is largely similar as the one designed for the Finnish students (APPENDIX 1) but with a slightly changed emphasis. The questionnaire was sent to some 100 foreign students and whereas the Finnish students' questionnaire concentrated on the attitudes, this one weighted the integration measures already taken and how these could be amended to be more useful. The questions in this survey were designedly detailed in order that the foreign students would give precise answers thus facilitate the making of the future Integration Programme according to their needs. At first the questions are introduced and the ideas behind them explained and later the general view of the answers will be presented.

The questionnaire begins with the same general information section as did the Finnish version. Here the question of the line of study has been formed into inquiry of the time lived in Finland and what have been the reasons behind coming to Finland accompanied with the questions of gender and country of origin. Knowing the respondent's gender and home country made the classification simpler and allowed grouping to some extent. The time spent here has naturally had an effect on people's thinking therefore it was important to know how long the respondent had lived in Finland. The reasons to come here had a significant importance when it came to the motivation for the adaptation and assimilation into the Finnish culture.

As mentioned the questionnaire focused on finding out which current actions of the integration procedure were adequate and the emphasis was especially on the school's operations. The primary open question inquires about the general assistance with the personal study plan the school offers to the foreigners when they start studying in LUAS. The University organizes Finnish language studies for foreign degree students until the middle of the second year. The foreigners' opinions on this matter were essential to bring about mainly because if the

foreigners thought it was too little the school should increase the number of the language courses. That particular question can be linked with the question after that asking about the Finnish cultural studies. Both Finnish culture and the immigrant's own culture are important to assimilate and nurture because of the proper adaptation (The Integration Programme of Helsinki 1999, 40) therefore some more stress could be put on the cultural studies.

Next there was a question about the possibility for the foreign students to complete their practical training in Finland. This question wanted to clarify the different possibilities that the foreigners have and mainly their true willingness to work in Finland. The following question inquiring the possible assistance the foreigners would like to have from school when applying the place for practical training was linked straight with the previous one. As found in the chapter 4.1.4. The University of Helsinki offers career assistance for their students and there are several reasons why LUAS should consider making similar efforts in order to introduce new employees in the Lahti region. One reason being the general shortage of labour and another one which is not considered too often is the fact that by employing immigrants the people in the country of the immigrant's origin benefit as well. Many immigrants employed in Finland send a part of their salary to their families in the home country thus helping their living standards locally (Räty 2009, 4.)

Questions 10 and 11 processed the interaction between the Finns and the foreigners and the school's involvement in organizing different events. First it was essential to know how much the foreign students actually interacted with Finnish students and whether there were differences between different nationalities. It was important to know did the foreigners think the school offers enough international events to students and did the events truly bring foreign students together with Finns. This question would give a clear insight on whether the arrangement of these events should be improved in order to facilitate the encounter of the foreign and the locals. Interaction with the local people is the key to successful integration thus the means to enable it must be eligible. (McLaren, L. M. 2000.)

In the next questions the respondent was able to give opinions on the issues missing in the school orientation process and on the means they would like to see taken in order for them to be integrated into Finnish society. They were also asked how they would address the issues of current integration procedure if they were the decision-makers responsible in that area. These questions were conducted to determine the foreigners' actual needs and expectation considering the integration process and they gave a great insight to the final programme for LUAS.

The five final questions conversed on the future and the foreigners' expectations and plans. There was an inquiry on the time the foreigners thought they would spend in Finland since it was important to know how motivated the foreigners actually are to remain in Finland. Then they were asked on the more general level about the integration process concerning the city, not only LUAS. Studies do not last forever and the city should support the potential future workers and it was essential to know the foreigners' own assessment on the support they thought would be the most suitable.

There was also a question about the number of people from the same country and how well their own society worked. This could be linked with the next question asking about the local employers' and how the foreign people could be taken more seriously in the employment procedure. These questions were carried out to determine how large groups of same nationalities there actually existed and how they could help their own position in the labour market. One important question still to be asked was the possible regret the foreign student might have in coming to Finland which would again assist in the making of the future Integration Programme assuming that the regret would come from the lack of proper integration means. Naturally the regret might have come from some social or personal issues which any Integration Programme would not have an effect.

All the answers will accommodate the compiling of the new Integration Programme for LUAS and they have been presented and analyzed in the next chapter.

### 5.5 The Results of the Foreign Questionnaire

The answers for the foreign questionnaire (APPENDIX 4) show that the respondents came originally from different parts of the world and had stayed in Finland for different periods. This had some effect to the answers in general and how the persons related to the Finnish society. Many foreign students had chosen Finland to their studying country because the education standard is high and there are no tuition fees.

The first remarkable findings came with the question of LUAS' assistance in making a personal study plan. Some students were extremely happy with the assistance they had received but in the other hand some stated that it was almost non-existent. The assumption can be made that with this matter the initiative have been the key element and the ones who have gone to certain authorities in the University and asked about the issues they might have come across with have received excellent service and the ones who have not spontaneously asked about the issues, have felt being left out. Here it must be considered as well that people from certain cultures do not ask even if they have not understood something, the fear of losing face is so strong in many Asian cultures that it sometimes complicates the initiative to ask. (Lewis, Richard D. 1996, 434-497)

With the question of language studies the opinions varied from the absolute now to definite yes. Some thought that the language is so difficult that they would not have enough motivation to continue studying it after the compulsory courses. Naturally the ones who had no intention to stay in Finland after studies were mainly satisfied that the language studies end after one and a half years of studying. On the other hand many students felt that it was a shame that the school did not organise more language studies because they would have liked to study it much further, even though they might not have the intention to stay in Finland many felt the language skills as an important asset.

The amount of cultural studies attended varied a lot. Some had received several and a few had not received any. Often this related to the time spent in Finland, meaning that the ones who had stayed only for a short period before the

questionnaire may not yet have participated on the cultural courses. The respondents who had gone to the cultural courses thought that they were sufficient enough.

Some foreign students would have liked to do their practical training in Finland but felt that not knowing the language might become too big of an obstacle. Most students were not even considering the possibility because of the same language problems. Almost every respondent felt that the school should offer more help with finding the practical training placement, especially when considering the foreign students who would like to do their training in Finland. The students felt that when they did not have any experience in applying jobs in Finland, they did not know where to start asking. Many suggested that the school should start networking with the local companies in order to help the students with finding jobs in Finland and to help the internationalisation process of the companies.

Most of the students were in contact with the Finnish people, students or others, but there were a few whose interaction with the locals had remained minor. But as can be seen from the results in APPENDIX 4, the clear majority interacts with the locals also outside school thus the ones who have not much intercourse with Finnish people may have done a conscious decision not to. One matter can still explain the reason for some people not having many contacts with the locals; the events offered by the University do not necessarily support the interaction between the locals and the foreign students. Many of the students wished for more international events because at the moment many were only for Finnish students, or at least the promotion was done only in Finnish, which does not apply to the foreigners.

The missing parts from the University's integration process were the foreign students' participation in the planning and organising of the events. This could be the result of both the lack of initiative from the foreign students but also from the lack of interest from the Finnish students to ask the foreigners to join in. Several students wanted more career guidance and help with the practical training and the lack of English web pages for example seemed to bother many respondents. Some

would have liked more interaction with the administration and the students but still many were satisfied with the current actions taken.

When asked about the way the students would like to be integrated many respondents desired for more practical means than are used at the moment. Some examples of these were for example visits to the Finnish companies in order to get to know the working culture more thoroughly, organising or attending certain events where Finnish culture would be presented other ways than just in written form in some book, for example as small plays. These same events could naturally include the presentation of the foreign students' cultures as well. Team works were seen as a good measure of getting acquainted with the Finnish people and consequently get to know the culture. According to the respondents these matters could be improved by for example organising more versatile international events, by arranging an integration course in the beginning of the studies and networking with regional businesses and the municipality.

Despite the fact that many students did not intend to stay in Finland they offered many clues on how the city could improve its support offered to the immigrants. Some measures were for example the general informing and campaigning of the diversity and the advantages the foreigners bring into the society. Some students came up with the ideas of the city supporting the school's integration actions, for example offering their premises to the use of certain events and generally working in close co-operation with LUAS. More cultural events were requested as well as the general guidance on the practical matters.

Not single one respondent regretted coming to Finland, which indicates that there is no segregation or alienation emerging in the school environment. The respondents' own communities with their countrymen have functioned well and for example Vietnamese students already have a Vietnamese Student Union, which is not in function in Lahti yet. The overall satisfaction of the respondents is good news, but does not mean there are not issues to be fixed. Many of the problems have been explained in this chapter and the final programme for LUAS will be generated in the next chapter.



## 6 INTEGRATION PROGRAMME FOR LAHTI UNIVERSITY OF APPLIED SCIENCES' FACULTY OF BUSINESS STUDIES

This chapter includes the final Integration Programme for LUAS Faculty of Business Studies compiled with the information from the investigated current programmes and from the surveys conducted by Magdalena Jaakkola and the author of this thesis. The procedures are presented in somewhat chronological order, but it must be noticed that certain measures should remain available for the foreign students throughout their studies.

### 6.1 Welcome to Lahti -kit

Every foreign student should receive a Welcome to Lahti information package which would include the most essential information on the city and the University. As mentioned on the page 29, Helsinki University publishes a yearly guidebook for their international students, which includes comprehensive information on Finland, on the city and on the University of Helsinki. It is a convenient and inclusive guidance tool for the students who might not have any perception on the country and the culture other than education-wise. The guidebook should be compiled carefully and clearly in order to keep it concise, which would make it facile for the foreign students to learn small things about Finland and what sort of obligations they might face when arriving here. In addition to the guidebook, the map of Lahti and some supplemental brochures should be included for example on the international sport events and on the Multicultural Centre of Lahti called Multi-Culti.

### 6.2 Orientation

Before the new students arrive, it would be important for the school to have several student tutors who are of international background. As mentioned in the Canadian paradigm, starting from the page 26, the persons most qualified to assist the newcomers to adapt are the former newcomers. They know the feeling of arriving to entirely different culture and environment and can be of more support to the newly arrived students than the Finnish tutors. They know the fears and the

expectations but also the joys and the concerns because they have experienced it themselves. The foreign students would be of help in the making of the personal study plan in the newcomer's own language. In the questionnaire results, the structure of the study plan was said to be difficult and the foreign language must make it even more confusing. This does not mean that there should not be any Finnish student tutors. On the contrary, in order to the foreign newcomers to have their first touch of the Finnish culture and way of communicating there definitely should be Finnish tutors for them as well.

They should be taken on the tour around the city in order to give the students a better insight on the city and on the important venues and offices such as The Police Station and The Social Insurance Institution. One important venue that has not been included in the current city tour is the Multicultural Centre Multi-Culti. This centre could offer several interesting events and occasions for the immigrants and foreigners, but if it is not presented to them, it might remain unknown throughout the foreign students' entire studies. The University should start reinforcing the relationship with Multi-Culti back to how it used to be a few years ago. Pirkko Hämäläinen from Multi-Culti told in her interview that the co-operation was at a certain point very comprehensive and several events were organized for the international students. The down side was that there seldom were Finnish students participating, reducing the interaction with the locals. Nevertheless, the foreigners got to meet each other and change their experiences, which is essential for their satisfaction as well. (Hämäläinen, P. 2009.)

Another matter where the foreign tutors would be more useful in terms of adaptation is the handling of usual everyday matters. There is certain paper work and other errands the foreign students must deal with when they arrive to Finland and the former newcomers could assist them in handling them. The Finnish way of dealing with officials and authorities can differ considerably from the foreign student's own culture and the matters which seem logical and common to Finns can be difficult and strange to the foreigners. Therefore the persons who have personal experience on feeling the same sense of insecurity could be of most support and ease the early stage uncertainty.

### 6.3 Language Studies

As mentioned several times in this study; language is the key to true adaptation. And the results from the foreign students' questionnaire (APPENDIX 4) reflected, many would have liked more language studies than currently is offered. But as there were still many who did not desire to continue their language studies the courses should be elective. These elective courses would ensure the possibility to continuation of studying of Finnish for the students who would request it and the ones who would not go further with the Finnish language studies could replace them with other elective studies.

The teaching methods would need some sort of alteration as well. Many answers in the questionnaire (APPENDIX 4) illustrated that the current methods are difficult for the students to assimilate. Finnish students also suggested in their questionnaire results (APPENDIX 3) that the teaching methods should be developed. One example given by a Finnish student was to teach the language through board games and other activities which might feel comfortable for the students and increase their interaction with other foreign students thus increasing their acquaintances.

The increase in the amount of cultural studies was suggested by the Finnish students and requested by the foreign students. These could be divided into general cultural studies and into advanced cultural studies since many foreign students sincerely wanted to get to know the culture in a deeper level. The advanced studies could be of elective nature and might even include some trips to traditional locations in Finland. The University organises cultural courses with study trips, on students own expense, to Spain and Russia to mention a few, why could it not organise a study trip for some Finnish location for the foreign students? Knowing the culture could make the foreigners feel more at home in Finland and might make them reconsider their future plans.

#### 6.4 Career Services

At the moment the University does not assist either the Finnish or the foreign students to get practical training placements or thesis contracts. When foreign students were asked on the possibility to do their practical training in Finland, several would have liked to make theirs in Finland, but they did not know how and where to search or apply for the job. They also feared that the language barrier would prevent them from getting the work placement. The University's Faculty of Business Studies could set up a career service department which would be responsible for creating business relationships with the local companies and business owners.

The basis for the operations in LUAS' Career Services Department could be the similar as in the University of Helsinki Career Services introduced in the chapter 4.1.4. in the page 34, thus the basic functions would include arranging orientation courses on working life in Finland, networking with the local companies and searching for co-operation possibilities through different means. Naturally this sort of Career Services could be implemented to both foreign and Finnish students, but especially for the foreign students a separate service would be highly desired and requested. This sort of service functions to some extent in the form of Jobstep.net, which is a career and recruitment service for the Finnish Universities of Applied Sciences. Unfortunately it is not highly promoted in LUAS, thus not many students, especially foreign students, know of its existence. This service being a national one, does not concentrate on any certain region, thus it would be worthwhile to create Faculty of Business Studies' own career services department.

#### 6.5 International Events and Co-operation with Multi-Culti

Interaction with the locals assists the integration process thus it is important to create more opportunities for the foreign and the Finnish students to get together, also outside school hours. LUAS' Student Union LAMKO organises several events in a year but the majority is for the Finnish speaking students, or at least the marketing is done in Finnish only, which does not draw the foreigners' attention. A couple of foreign students came up with the suggestion in the

questionnaire that there should be more foreign members in LAMKO's supervising board or body of representatives. These members would ensure that the foreigners' role in different events is pondered and discussed upon. The school itself should also take part in assuring that these international events are organised and promoted thoroughly. The idea behind these events would be to connect the foreign and the Finnish students thus the importance of the correct type of promotion is essential in order to reach both student groups.

One operator LUAS used to co-operate with is the Multicultural Centre Multi-Culti in Lahti. Pirkko Hämäläinen, the Director of Operations in Multi-Culti, told in her interview that several events for the foreign students were organised a couple of years ago in co-operation of LUAS and Multi-Culti. Mostly the participants were of foreign background which naturally did not improve their interaction with the locals, but on the other hand most surely enforced the relationship between the foreigners from different countries. One example of an event organised was the cultural evening where the representatives of a certain culture were supposed to create a so called post card greeting, where they had to make a small play which would illustrate the culture they were from. This again would strengthen the cultural identity of the foreigners and increase the awareness in the Finnish population thus facilitating the integration process and enhance tolerance. It would be useful for LUAS to utilise the long experience Multi-Culti has in organising these events and the same time Multi-Culti would gain more customer base, thus it would be a win-win situation for the both parties. (Hämäläinen, P. 2009)

## 6.6 Additional Integration Measures

The foreign students' living conditions should be organized in a way which supports the adaptation the most. Both the city of Helsinki's and the city of Lahti's Integration Programmes emphasise the meaning of locating immigrants in different parts of the city in order to prevent certain regions to change into "immigrant regions". In addition to this, locating the immigrants in different parts of the city forces them to co-operate with the locals in the residential environment

which enables the quickening of the integration. This is why the foreign students should be placed in different parts of the city. The best solution would be to inhabit a newcomer with a senior student, who already knows the culture. This would then be a reflection of the Canadian Host Programme presented in the page 30.

Immigrant associations have a large impact on the Integration Programmes in Finland and in Canada. Within LUAS the students could be encouraged to form semi-official student unions, or at least select certain people to represent them in different occasions. For example in the development of the Programme the foreign students' views and opinions are in the major role thus it would be important to have these representatives as a part of the development team. These representatives could also take part in to the planning of the events and occasions because they know the preferences and the views of their own cultures which might not be obvious for the Finnish event planners.

## 7 CONCLUSIONS

As a conclusion of this thesis, the effectiveness of the final programme will be pondered upon and some additional thoughts on how to preserve its functionality will be given. In the end the study process will be presented and revised.

### 7.1 The Effectiveness of the Programme

The effectiveness of the LUAS Integration Programme depends on the executors of the programme thus it is important to define a certain department or at least certain persons responsible for the planning, developing and the monitoring of the programme. If the measures in the programme are not sufficient for some reason, the integration process will deteriorate. As mentioned in the chapter 3.6. the integration services were more efficiently available for the immigrants in the municipalities which had nominated a special co-ordinator for immigrant matters. Therefore LUAS should designate one person as a responsible for the functions of the Integration Programme to make it as qualified as possible.

The effectiveness comes from the motivated people. The recommended co-ordinator should be genuinely interested in improving the foreign students' adaptation process and willing to help. Also the other actors, such as the student tutors, should acknowledge the importance of this matter and be ready to commit quite a lot of time and effort in making the integration measures function properly. One suggestion could be to exclude the student tutors and get only professional help, but then the point of interaction and of having some more easily reachable supporting characters than the school authority would vanish.

### 7.2 The Developing and the Updating of the Programme

Constant developing of the Programme also enhances the effectiveness. The procedures alter as the students change and this should be taken into consideration

when planning the operations in LUAS. The primary Integration Programme created in this study is the framework which must be fulfilled with different colours in order to make it sufficient and comprehensive. The answer here is the monitoring of the functionality of the operations. The monitoring is advised to be carried out yearly at least. In the beginning of the operations, it could be done within a shorter period to see how the measures are affecting the foreign students. This naturally demands more labour force and therefore the suggestion of an establishment of a separate integration department was brought out in the beginning of this chapter. With the monitoring report the student tutors would be in the key position in collecting the opinions from the foreign students.

The updating of the Programme is another essential matter the suggested Integration Department would be responsible for. As the curriculum is updated the Integration Programme should be updated as well. Also the changes in the surrounding environment affect the outcome of the Programme, thus the Programme co-ordinator should follow the trends in the society and amend the Programme in accordance with them. In this procedure the LUAS Integration Department could co-operate well with the Integration Department of the City of Lahti.

### 7.3 The Research Process

The research started from the request of the Faculty of Business Studies International Degree Programmes' administration team who desired to have a qualified Integration Programme for the international students in LUAS Faculty of Business Studies. On the other hand it was a very unusual topic for the Faculty of Business Studies' thesis, but the author found the topic interesting and worth deeper research.

The study started with mapping out the largest Universities of Applied Sciences and finding out whether they would have any similar Programmes or other measures which could be used as a guideline for this study. Unfortunately the result was, that none of the Universities of Applied Sciences had these, thus the



author had to find another emphasis on the base theory. The largest cities in Finland, obliged by law, had somewhat comprehensive Integration Programmes thus their examples were then chosen to act as one of the leading parts of the theoretical part. At this point, the author had discovered that there exists the Integration Law in Finland which puts the Finnish municipalities under the obligation of compiling the Integration Programme, and yet another major part of the theoretical part had been found. And as none of the Universities of Applied Sciences had any qualified Integration Programme, the author expanded the research into Finnish Universities, in which several integration procedures were found.

At this point the limitations became an issue. How to limit the study without making it too narrow, but at the same time keeping it concise and reasonable? The author came to the conclusion of focusing on only two cities in Finland because the other one was the home municipality of LUAS and another had the largest number of immigrants in Finland. With regard to Universities, two Universities of Applied Sciences were creating some procedures and taking certain actions in order to integrate their foreign students thus they were presented and the University of Helsinki, of the studied Universities, had the best services for the international students therefore it was the only introduced Finnish University in this research.

Attitudes of the Finnish population have a great impact on the success of the Integration Programme. It is clear that if the attitudes coming from the host reflect negativity no one will feel welcome, thus before implementing an Integration Programme into LUAS, the attitudes of the Finnish population were good to investigate. The results from that survey reflected the same attitudes as the whole population in Mrs Magdalena Jaakkola's study which has been presented in the chapter 5.1. The students' willingness to help the integration process made the compiling of the Programme possible, because there would be no use for a Programme if no one was willing to help executing it.

#### 7.4 Ending the Research

After the research the writing and the designing of the study began. It was chosen that the theoretical section would consist of the introduction of the current Integration Programmes and of the background for the integration procedures in general. The empirical section would then consist of the surveys and of their results and finally hold within the compiled Integration Programme. The contents naturally varied throughout the writing process but finally it was shaped into its current form and the structure, despite the lack of the actual theory behind it, is reasonable and facile to follow.

The writing of this Thesis has been challenging but it has given the author a lot of insight into immigrant issues and the matter will remain interesting in the future. New information on these issues emerge all the time and it will be interesting to see how the Integration Programmes evolve in the current economic situation. The fact is that more foreign labour force will be needed in the Finnish labour market because the number of Finnish workers entering the labour market is not sufficient enough. But what is more important than the variations in the economic situation and in the labour force, is the people, whose attitudes and actions are the prime cause for the success, or for the failure, of the Integration Programme. In LUAS, the prospect for the successful Integration Programme seems highly viable.

## 8 SUMMARY

The grounds for this study and the demand for the Integration Programme stems from the growing number of foreign students in LUAS Faculty of Business Studies which had no previous official measures in order to facilitate the foreign students' adaptation to the Finnish culture. The number of foreign students is growing every year thus these Integration Programmes are becoming essential in the school environment as well, after all, the Finnish universities would prefer to maintain the educated people in Finland, not only to educate them for free without obtaining any advantage of their knowhow.

The research was performed on the basis of the Integration Law and the current Integration Programmes in Finland and on the information offered by different surveys conducted by the author. In addition to the Finnish Integration Programmes the Canadian model was introduced because of its well functioning measures and a series of surveys conducted by Mrs Magdalena Jaakkola were presented in order to define the attitudes of the Finnish people towards immigrants during the years 1987-2007. All the sources offered valuable information with regard to the compiling of the final programme for LUAS Faculty of Business Studies.

The Integration Law in Finland obligates every municipality to compile an Integration Programme for the immigrants. Certain roles and measures are defined by the law and the municipality has a major part in developing and monitoring the execution of the programme. The Integration Programme holds within an order of the compiling of the personal integration plan for every immigrant and the functioning of the plan depends largely on the immigrant's own initiative and co-operation between different authorities. The Non-Discrimination Act is a major part of the updated version of the Integration Law trying to prevent the discrimination of the immigrants more effectively.

The Integration Programmes in different municipalities in Finland emphasised the importance of the interaction between the locals and the immigrants. The measures increasing the interaction were the location of immigrants in different parts of the city within the locals, offering comprehensive language studies and promoting different leisure time activities. The interaction enables the absorbing of the new culture and the way of life subjectively thus it is worthwhile supporting. In many Finnish cities the municipalities support certain multicultural activities and in the example cities of this research, Lahti and Helsinki, the municipality has established a special multicultural centre, which functions as a non-aligned, neutral meeting place for the foreigners and the locals.

Canada is among the largest countries in the world with regard to the number of yearly immigrants. The measures in the Canadian integration model are more defined and developed than in Finland, but of course the years of experience and the resources available play an important role in this matter. Canada has many federal funded organisations and programmes which further the immigrants' adaptation. In the Canadian Host Program, for example, a Canadian family or individual is designated as a so called tutorial actor, which helps and guides the immigrant during the early stage insecurity and unawareness. In Canada the co-operation with immigrant associations has been of pioneering nature and at the moment several organisations providing services for immigrants have immigrant-based personnel.

The number of foreign students in Finland has grown vastly during the last seven years and the universities are beginning to realise the resources the foreign students, future workers, bring to the Finnish society. The survey conducted by the author on the existing Integration Programmes in the Finnish Universities showed that some Universities of Applied Sciences had certain procedures, but they were not compiled in a special programme. At the moment The University of Helsinki has the most comprehensive integration measures in Finland, but for example Laurea University of Applied Sciences is also developing certain adaptation procedures for its international students.

Finnish people's attitudes towards immigrants have varied during the last two decades. At the end of the 1980s the common perspective was somewhat negative as a result of the Government's immigration policy, which concentrated largely on the refugees' reception. Currently when the immigration policy is more oriented to work-related immigration, and emphasising the opportunities and the knowhow the foreigners bring with them to Finland, the attitudes are much more tolerant and encouraging even. The results in the survey conducted for the Finnish students in LUAS were somewhat controversial. On one hand the students had prejudices towards immigrants and a few were openly suspicious of the immigrants' purposes to come here and feared that they would take the jobs from the Finnish workers. On the other hand almost everyone was willing to help the immigrants' adaptation and would even be willing to employ immigrants for their own companies. Several answerers also gave good proposals on how the immigrants could be integrated more thoroughly.

The emphasis on the foreign students' questionnaire had been changed from the attitudes to the opinions and expectations. The answers varied in accordance with the time spent in Finland. This is a natural observation as the people who have stayed here longer have had more cultural and language studies. They have also had time to make acquaintance with the locals and have gained some familiarity with the local procedures, as well as the Finnish way of life. Some students were absolutely sure they were not going to stay in Finland after the studies thus were not keen on learning the language too much whereas others would have welcomed much more language and cultural studies. The common request with regard to the integration procedures the school should offer was that there should be more international events. The students felt that there are not too many occasions outside school where they might get to know the locals thus these were requested. The help with finding a practical training placement was also mentioned and desired on several occasions, thus these matters were included in the final Integration Programme for LUAS Faculty of Business Studies.

The final programme was compiled on the basis of the results of this research. The main body came from the current actions taken by the Universities in Finland,

but also from the cities' programmes. The contents of each step or procedure was planned according to the foreign students' questionnaire results, after all, they are the ones utilising the programme and its actions. The welcoming package and the career services were based largely on the University of Helsinki's current actions, where as the orientation section was largely taken from the Canadian paradigm. The language studies and the improvement of the teaching methods came from the general emphasising of language studies in the cities' programmes and in both of the questionnaires.

International events had been requested by the foreign students, but also Finnish students found them a good way of integrating the foreign students. Multi-Culti's Head of Operations, Mrs. Pirkko Hämäläinen, also thought of those events as being a good way to educate both sides, the Finns and the foreigners of each other's cultures. Therefore the reactivating of the past co-operation with Multi-Culti would benefit the University a lot and perhaps bring the local and the international students together on more occasions.

Additional measures included the living arrangements and the semi-official student unions formed by different nations. The living arrangements were planned according to the living arrangement methods in the city of Lahti, which meant that the foreign students should be placed in different parts of the city and amongst the locals or the former newcomers. The semi-official student unions were suggested in order to get the foreign students interested in the development and the planning of their integration procedures.

As a conclusion, certain guidelines were given as to how to preserve the effectiveness of the programme and how to update the programme in order to it to fulfil the needs of the foreigners. The importance of certain supervisory bodies for the Integration Programme was emphasised in order to secure its functionality in the future. For the author the research process had been challenging but truly interesting and these issues will be of her interest in the future as well.

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## APPENDICES

### APPENDIX 1

#### Questionnaire for the Finnish Students

1. Gender
2. Home municipality
3. The Study Programme in LUAS
4. Have you prejudices towards immigrants?
5. What is your attitude towards immigrants already in Finland?
6. What are the good sides the immigrants bring with them?
7. What bad sides the immigrants bring with them?
8. Do you interact with immigrants on a regular basis?
9. Do you prefer immigrants from a certain part of the world? Which one?
10. Are you afraid of the immigrants? If yes, why?
11. Would you be willing to help the immigrants' integration? How?
12. Who do you think should take responsibility in integrating immigrants?
13. How could the school help in the integration of immigrants?
14. How the foreigners could learn Finnish more easily?
15. If you were responsible of the integration in the city of Lahti, how would you improve the integration process?
16. If you were an entrepreneur, would you hire immigrants? Why?
17. Will you think about these issues after this questionnaire?
18. Additional ideas on the improvement of the integration process

## APPENDIX 2

### Questionnaire for the Foreign Students

1. Gender
2. Which country are you from?
3. How long have you stayed in Finland?
4. Why did you come to Finland to study?
5. What kind of assistance does the school offer at making a personal study plan in the beginning of studies?
6. Finnish language studies end during the second year. Would you like to have more Finnish language studies? Why/why not?
7. Which courses have you had on Finnish culture? Do they seem sufficient?
8. Can you do your practical training in Finland? Why/why not?
9. What kind of help would you like to receive from the school, concerning the issue?
10. How much interaction with Finnish people do you have outside the school? Do you interact with your neighbors /classmates for example?
11. Does the school organize enough international events and get-togethers? Are they mixed enough between Finnish and foreign students?
12. Are there some things that are clearly missing from the school's integration process at the moment? What?
13. How would you like to be integrated to the Finnish culture and society?
14. If you were responsible for the integration process, how would you approach the problem?
15. Do you plan to stay in Finland after your studies end?
16. What support for integration should the city give?

17. Have you ever regretted coming to Finland? Why?

18. How many of your compatriots are there in Lahti? How well does your community work?

APPENDIX 3																		
Results of the Questionnaire for the Finnish Students																		
Abbreviations: IBU= Degree Programme in International Business KVK= Finnish Degree Programme in International Business																		
	Gender M/F	Degree Programme	Prejudices Y/N	What sort of attitude	Positive about Immigrants	Negative about Immigrants	Interaction R/I	Preferences in Nationality	Fears	Willingness to help	Who Should help?	School's Assistance	How to improve the learning of Finnish language	If was responsible for Integration in Lahti	Would he/she hire immigrants Y/N	Will think this issue Y/N	Additional thoughts	
1	M	IBU	Y	Towards students: Open and positive, no experience of other immigrants	Culture, new opinions, contribution with regard to work	Conflicts (partly caused by Finns themselves), the loss of Finnish culture in the longrun	Irregular	Vietnamese	Gets scared if sees a black man on a dark street during night time	Possibly, if it would be of his own or his company's benefit	School and other authorities, but schools especially because they have the most resources to educate	More activities to foreigners, at the moment the initiative is expected to come from the Finnish students which clearly is not working	Through acting, not just sitting on the courses, has heard from school mates that the way to teach Finnish at the moment is too difficult	Would require the schools to participate more on the organising of the activities	Y	Y, work-related matters	The school should organise more resources and personnel to look after these matters, tired of seeing only the church participating	
2	F	KVK	N	Neutral	Diversity, culture, language	The ones who cannot adjust to the Finnish society might become a burden	Regular	No preferences	No fears	Very willing to help	No knowledge how the matter handled now, so won't give any comments	Language teaching the first priority, networking with each other and with Finnish students	Depends on the immigrant's own willingness to learn Finnish and how much communication takes place in immigrant's own language.	The similar system as LUAS has; immigrants could have a certain support person to assist in the early stage	Absolutely, the know-how is the key, not the country of origin	Y	-	
3	F	KVK	Y	Towards Asians very positive, towards Africans it varies	Enrich the Finnish society, bring new points of views to business life, improve the relations to the immigrant's home country	They come with big families, with many people needing a job, competition on the labour market gets tougher	R	Europeans and Asians	N	Willing to help to adjust on the Finnish every-day-life, which might seem cold and boring	The social environment surrounding the immigrant; school, hobbies, school mates, friends	More versatile courses to foreigners on the Finnish culture and habits, where the immigrant can participate different activities and get acquainted with the Finnish customs	In the early stage with fun board games and other games which were played for example in confirmation camps	More leisure time activities for foreigners	Y, based on the earlier work experience and skills, if Finnish speaking is understandable and the understanding is good, the nationality doesn't matter	N	More leisure time activities outside school and getting to know the culture	

4	F	KVK	Y	The foreigners should learn to live by Finnish standards if they come here	Diversity, internationality, New ways of thinking	"as the studies have shown, most rapes are done by immigrants", other crimes	I	Europeans	Y	Personally no, but could support the actions taken to integrate the foreigners in the Finnish society	The Social Insurance Institution (KELA)	-	The immigrants should take language courses	Can't say because is not familiar with the current procedures	Y, because their language skills would come in handy	N	-
5	F	KVK	N	Open and positive	More employees for the coming shortage of labour force, new features to our culture	In the longrun might take our work places and take advantage of the social benefits	R	Europeans and North-Americans	N	Already works as a student tutor	Tutors and other students	By offering enough help and actively	-	More compulsory language studies	Y if they were professionals	Y, on the future	-
6	F	KVK	N	Open	Diversity, more employees	Future competition in labour market	R	Europeans	N	willing to help	School	Helping the students in every-day actions	-	Don't know	Y	N	-
7	M	IBU	N	There could be more immigrants in Finland	Economic growth and new opinions	In the larger scale no negative sides	R	Europeans and Asians	N	Willing to help as a friend	Themselves, society can offer help, but they must be willing to improve their own environment	Offering Finnish language and cultural studies, offer counselling on how to apply for a job in Finland, networking	Language studies must be increased and developed.	More resources in the language and cultural studies	Y, discrimination is a crime	N, already thinking it a lot	Foreign students are treated in a different way in LUAS than Finnish. In reality they are not offered guidance on how to get employed in Finland, They are not offered any career guidance, or the school is not helping them in any way to find practical training places or tell about Finnish working environment. How could they find jobs here without assistance.



8	M	IBU	N	Tolerant	New culture and versatile labour force	Crime	R	Europeans and Asians	N	Willing to befriend	Society	Offer more language and cultural studies	Different teaching methods, has heard that current methods are difficult	-	Y, why not	Y	-
9	F	KVK	N	Tolerant	Different know-how and new cultures	They don't necessary bring the bad sides with them, but the bad sides are created by the Finns themselves	R	No preferences	N	Ready to help with the integration process	A certain commission should be created to handle these matters	By organising language and cultural studies for foreigners	With the courses mentioned in the previous answer	Organising events and common evenings for foreigners. Organising language studies through educational institutions and helping with every-day issues	Depending on the line of business and the immigrants earlier skills.	Y	As much interaction and practical assistance should be organised
10	F	IBU	Y	Tolerant towards foreigners, but students coming from outside Europe should pay tuitions, because we should get more tax revenue and they are not here to stay	Increasing tolerance, new cultures, new taxpayers	Violence and crime	R	Europeans	Y, African men because they are said to rape women here, one friend was almost raped	Not really	?	By introducing Finnish culture and customs	To go to language courses	?	In this economic situation I wouldn't because so many Finns are employed and they come first	Probably not, have own issues	Have peer groups where the immigrants could share their experiences and guide each others
11	F	KVK	N	The immigrants live aside Finns just fine	Enrich the culture	Crime, Take jobs from Finns, attitudes, ignorance, and still they are given the same benefits as Finns and possibly an unemployed immigrant gets more financial support than the Finnish student which is wrong	R	No preferences	Y, because was almost attacked when was only guiding the direction	Not really	The questionnaire maker?	Hard to say, offering all services/information both in Finnish and in English	"forcing" them to take language courses	-	Would hire the most qualified person to the job, but if there were a Finnish and a foreign applicant, the Finnish would get the job because of the language skill	Probably no	The author could clarify the immigrants' position in the questionnaires

1 2	F	KVK	N	In general positive, unless someone is in Finland without even trying to adjust to Finnish society	More labour force and internationalisation	Extra costs from the alienated immigrants	R	People from Latin America, because the culture and the language are of interest	N	Helping by being their friend	The authorities should offer orientation measures, otherwise the whole society is responsible	Organise different events and parties, which would be directed to both Finnish and foreign students	Hard to say	Common events and occasions were the immigrants would get to know Finns	Would hire if the immigrant would fulfill the requirements	Not more than already is	-
1 3	F	IBU	Y	Pretty neutral but there are some prejudices	New labour force, new cultures and internationalisation	Costs from the unemployed immigrants, misunderstandings because of the cultural differences	R	Europeans	N, but after a few bad experiences will not get acquainted with African men so easily	Helping to get to know the city and the language	State should offer more courses directed to immigrants	By offering more courses to foreigners and including more Finnish students to the integration process	A lot of intensive studying, much more language courses than at the moment	Make the foreigners feel welcome, which does not occur too often in Lahti	Depends on the line of business, in the service sector if the language skills were good enough, other jobs available also in English	Y	Intensive language studying, getting to know the country and the culture, getting acquainted with the locals and vice versa
1 4	M	KVK	Y	Likes the thought of having different people in Finland, prejudices are positive	multicultural society, diversity, new kind of skills and know-how	The diversity brings confrontation, which might create more prejudices to Finnish people	R	-	N	-	Everyone should help	Teaching the language, by relating to the immigrant as to the Finnish student.	By getting acquainted with the locals and speaking with them	Locate the foreigners equally in different parts of the city, in order for them to learn the customs and habits.	Wouldn't hire because someone is an immigrant but because someone is qualified and motivated. If there were two applicants; Finn and an immigrant, would hire the immigrant, because believes an immigrant will enrich the work community more	N	The immigrants should be located more equally around the city, also to the "good" neighbourhood.
1 5	F	KVK	N	Appreciates people who come from such a different culture and can still adjust to Finnish way of life	Information on different cultures and hopefully diminish the negative prejudices	Some people are not willing to adjust to the Finnish culture but come here and try to force us to live by their standards	R	Mediterranean cultures, people are friendly and social	N, but doesn't want to get too close with for example Turks, because the position of females is different there than in Finland	Mostly on the practical matters and as a friend	The municipalities	Organise courses on Finnish food, language, culture and habits	more interaction with the locals	Find voluntary workers to act as "tutors" and help with practical matters	Why not, everyone are equal regardless of the nationality	Y	-

1 6	F	KVK	Y	Mainly positive, takes everyone as individuals	New cultures and versatility	The cultural differences cause trouble, problems in adjusting may come out as violence	R	European	N	If had more time, would help. For example with practical matters	Depending why they are here, but partly the immigrants themselves, partly the state, the municipalities and the schools	More Finnish language studies, tutoring	More comprehensive compulsory language studies, should be offered a change to learn as much Finnish as they like for free	-	Would hire if they would have the necessary know-how and language skills for the job.	N, already thinking it a lot	-
1 7	M	KVK	Y	Pretty positive	Know-how	More expenses for the government	I	-	Y	Telling about job seeking in Finland and guide with it	Society	By pointing certain people responsible for these matters. There are many projects which don't give any special results	Being more active and allowing them to take part in events	Organise more efficient guidance and counselling	Yes, immigrants are often more motivated workers than Finns	N	Activities and the society's role's improvement, it all starts from the managers
1 8	M	IBU	N	Very open and positive	New cultures and know-how	confrontation because of the cultural differences	R	European, Asians	N	Guiding with every-day-matters	Society	More courses on the cultural matters	Improving the current teaching style	-	yes, of course	N	-
1 9	F	IBU	Y	Open , but somewhat reserved	new ways of thinking and motivated labour-force	Crimes	R	Europeans	N	Befriending	The state and the society in general	More language studies	Organising more events for all nationalities	More international events	Probably yes	N	internationality in the municipality's actions would be great, the school should take better care of the foreign students
2 0	F	IBU	N	Tolerant	Versatility is a strenght	Finnish people's prejudices	R	All nationalities	N	Guidance, getting to know the other cultures	Everyone, the immigrants themselves, the society, everyone	Trying to get the foreigners adapt quicker by organising intensive cultural and language studies	Intensifying the learning somehow	Increasing the interaction between the locals and the foreigners	Sure	N	Interaction, intensive courses

2 1	F	KVK	Y	Tolerant but doesn't like certain groups	New cultures	Crime, ignorance, some cultures do not appreciate women	I	-	Y, towards some nationalities	-	The state, but mostly themselves	Try to "force" the foreigners to adjust to Finnish ways of acting	-	Emphasising the cultural differences and that the foreigners must live according to Finnish "rules"	Not sure	N	-
2 2	M	KVK	Y	Positive	Different people, different ways of working, new knowledge	Crime	R	No preferences	N	Very willing to help	All operators, the municipality, the locals, the immigrants	More language studies	Creating new teaching styles	-	Yes, of course	N	-

APPENDIX 4																		
The Results of the Questionnaire for the Foreign Students																		
	Gender M/F	Country of Origin	Time spent in Finland	The reason to come to Finland	School's assistance	Would the respondent want more language studies	Courses on culture	Practical Training in Finland	School's help with getting a training place	Interaction with Finnish	School events	Missing from School's integration policy	How would like to be integrated	How would approach the problem	Plans of staying in Finland	City's support, what kind	Regretions of coming to Finland	Compatriots, does the community work well
1	M	Nigeria	4 years	Family tie	Really helpful personnel in student office	Not really	Courses on the way of life, food and interest	Will not do practical training in Finland	General support on the hard studying periods	Plays soccer with Finns	The school tries to organise events, but it would be better if there were more foreign organisers	Too little foreign students organise events or take part in other planning and development matters	-	Looking at different sides of cultures	yes, but work in an international environment	Welcome more foreigners to meet up with globalism	No	Many compatriots and things work well
2	M	Estonia	0,5 years	Networking, Experience the new society and culture but to stay close to home, to get the University Diploma and to learn Finnish	Degree Students get the recommended study plan, and the international office was always helpful	would have preferred more Finnish language studies	Introduction to Finnish culture	Maybe, but not knowing the language would be a problem	The school should have a person to organise the writing of thesis for the companies and at the same time assist in the organising the practical training placements	A lot of interaction with Finns	More international events for the degree students	There could be assistance on the practical training placement and job seeking matters	Would like to get integrated totally, get to know the true essence of the culture and take cultural matters inside him	Create a job office for foreigners in Lahti and separate job and thesis office for the school	Not right now, but maybe in the future	Campaign about the diversity and the advantages foreigners bring about	Absolutely not	-
3	F	Germany	1 month	Because of Finland's good reputation education-wise, and the Degree Programme in International Business fitted perfectly in to the respondent's previous studies	poor, the schedules are hard to read and download files are not updated	Not applicable	Not offered currently	Maybe	Contacts to the companies regarding internships and summer jobs, as well as support with the thesis topics	Quite a lot, meeting the tutors at the weekends or at parties	Not really	-	Feels quite integrated	-	Maybe	-	No	Approximately 12, spend a lot of time together, the problem then being the lack of contacts with other nationalities

4	M	Nigeria	3,5 years	Came to study	None	No, does not have the motivation to study the language any further	2 courses on the culture, and thinks it is sufficient, better way to know the culture is to get to know the locals	No, does not believe could have the training place because of the language barrier	The school should strive to create business relationships with different organisations in order to enable foreign students' opportunities to do their practical training here despite the language barrier	Interacts both in School and outside school	More should be done to mix the Finnish with the foreign students	-	With more social activities	First ask the Finnish student's opinions on the foreign students and vice versa, would assign a Finnish student to communicate with a foreign at least once or twice a week	Probably not for life, but will visit here	Offering jobs for foreigners	Sometimes when there's nothing to do	Quite many compatriots and their community is working fine
5	M	Cameroon	1 years 5 months	Because of the high educational standard and because the education is free	The assistance is quite poor, couple of general orientation meetings	Of course, because wants to learn the language well and when the studying ends, the motivation to learn it ends as well	Have not had any sufficient course on Finnish culture	Plans on doing the practical training here unless the language becomes an issue	First persistent and continuous language courses, secondly help with the seeking of practical training placements	Interacts both in School and outside school	More events should be organised	Reppu main page only in Finnish, There could be special Finnish language days when everyone must speak Finnish, Meetings between the administration and students should be organised more frequently	to participate in extra curricular activities with Finns, to do group works with Finns and go on company visits with Finnish friends or classmates	Integration course in the first year, encourage teachers to form multinational teams, field trips to Finnish companies and many extra curricular activities including sports, concerts and other events	Too early to say, Finland is very peaceful, full of friendly people and a lovely environment. Will think about it more at the end of studies	City could support the school in some actions, f.ex offering free transport facilities. Also the use of its properties could be one supporting measurement	No regrets, though sometimes everything doesn't go like planned.	No countrymen in Lahti at the moment, but luckily many Finnish friends who make the respondent feel like home
6	F	Estonia	4 months	Close to home country	List of available courses, everyone were really helpful	Yes, there could be more language courses	One culture course which was sufficient	Have not explored it, might be a possibility	-	Many Finnish friends	Some events organised but were not of the respondent's interest	too little international events	To visit places the local people go and do traditional Finnish things	More multinational courses, people from different origins interact with Finns and get to know each other's countries and cultures	Maybe	City could organise the place to stay and the possibility to study with the Finns	Never regretted coming, likes the country and got to know many great friends	The community worked well
7	M	Vietnam	2 years	High education standards and free tuition	orientation course	No more Finnish language courses, because the language skill are poor and doesn't intend to stay in Finland	Finnish cuisine	Probably, would like to do the practical training in Finland	Not much, only one presentation lecture	Rare	I guess some events	Don't know	Participation in some events	Many multicultural events	No	-	No	-

8	M	Vietnam	1,5 years	Secure environment , high education standard and no tuition fee	Poor, took a long time to understand the study structure	Do not want to study more, because not going to stay in Finland, though there could be more elective Finnish courses	Finnish cuisine	Have not tried, but assumes it would be difficult to get a job when does not speak Finnish	Cooperation to assist IBU students to get practical training placements should be better	A Finnish flatmate	Not too many events because many are in Finnish	The use of English, too many things are only in Finnish	-	-	No	Some attractive cultural studies	No, the country and the people are really nice	The Vietnamese community is large and they gather up to spend the festivals and celebrations together, there is a Vietnamese Student Union in Finland but not in Lahti
9	M	Estonia	4 months	Because of a friend's suggestion	There is some assistance, but the respondent did not need any	If would have stayed for longer time, would have definitely studied more	Introduction to Finnish culture	No, but it was never the goal anyway	None	Tries to keep in touch with the Finnish friends	Enough events where all nationalities are welcome	The current integration measures are okay	The cultures are so similar that integrating into Finnish culture was not difficult	Through different courses, a good example would be the East-West Meeting Point - course	Will come back for the Master's studies	Possible integration courses should be free for foreign students	No, it was a great experience	-
10	F	China	1,5 years	No tuition, high level of education	Good	No, the language is too difficult	Finnish way of life	Will do mine her's in China	Do not know	Some	Some events	Too little interaction with locals	More information on the culture	-	Probably not	Do not know	No	Community works well
11	M	Germany	5 months	Interesting country	Good, help was available	Maybe, if would stay for the whole degree	Introduction to Finnish culture	No	Do not know	Yes, tutors and other class mates	Yes, exchange students have several small events	Maybe more functional courses, actively learning about the culture	Through local acquaintances	More get-togethers with the locals	Maybe not, at least for traveling	-	No	Small community works well
12	M	France	5 months	Sounded interesting	Okay	Yes, but taught in some other way than the regular class	Introduction to Finnish culture	No	Not of his interest	Yes	Yes, many events	Reppu in English, ressu is difficult to read	Feels integrated enough	-	Not right now	More information on the culture and the city	No	In close community there is only two of them

13	M	Vietnam	2,5 years	No tuition	No, the beginning was really hard	No, because will not stay in Finland	A couple of cultural courses	Maybe if the language will not come an issue	Assumes that the school does not help	Yes, mainly school friends	Yes, some events	The help in the beginning, more events with interaction with different nations	More social activities	School should organise events supporting the communication	Perhaps, have not thought about it	Offer support for the students as well, organise events	Never	Yes, Vietnamese community functions really well
14	F	Vietnam	0,5	Free tuition	The structure of the study programme is difficult, and not much help has been offered	maybe	Finnish cuisine	-	Do not know	Not much	There have been some events, but is not very interested in them	More clear instructions on the course enrollment, Winha and Reppu	More information	Organise more help-sessions	Maybe	-	No	Yes, many friends who help in difficult matters
15	F	Kenya	1,5 years	High level of education for free	Have received help when ever needed	Yes, because it can be useful in the future	Finnish cuisine and way of life	Yes	Not offered, but would like to have help	Yes, several Finnish friends	Do not have time to attend the events	Maybe events during school hours, more international coffee breaks for example	Would like to have more people available to answer the questions concerning the school procedures and other things	More student tutors	Perhaps	Help in getting a job and information on the city	No	Has a small community which functions really well
16	M	China	1,5 years	Free education	Guidance from the teachers and tutors. Feedback can be given	No, because will not stay in Finland, would like to have Finnish studies as elective courses	Finnish cuisine	Wants to go to China for the practical training, besides thinks that without the language skills would not get a job	Free ticket back to China	Approximately 15 Finnish friends	Not enough events although might not be too interested in attending anyway	-	-	Maybe create teams of different countries	Maybe continue studying in Helsinki	Help foreigners to get a job	No, Finland is a nice country	A large community which functions well, works as a student tutor and has organised some events for the community
17	F	China	2,5 years	Safe country with good educational system	okay	Yes, likes the language a lot and has learned it quickly	Finnish cuisine	Maybe	Has not explored it, but would be good to have some companies that take foreign workers	Yes, a lot of friends	Could be more events	More interaction with Finnish, practical training help	Through different events and cultural parties	Organise the events	Possibly yes	Help with jobs, apartments and other issues	No, it has been great	The Chinese community works well



18	M	Vietnam	1,5 years	Free education	No help	Maybe	No	Probably not, it will be easier to find work in Vietnam	-	Some friends	Some events	More information on the culture	Through different activities	Events and all information in English please	Do not know yet	Jobs, flats	No	The community works well
19	M	Vietnam	1,5 years	Interesting culture	Some help	Not really, too difficult	Cuisine and way of life	No I already have a place in Vietnam	.	School mates, no other locals	Have organised events with own community	More communication with Finnish and educating them of other cultures	Through events and some integrating courses	-	No	-	No	The Vietnamese community has worked really well
20	F	Vietnam	2,5 years	No tuition but high standards	Help always available when needed	Yes, some more	Cuisine and way of life	Yes, would like to have a job here	Help with finding the placement	Many Finnish friends	Good events and enough of them	-	More rapidly	Effectiveness should be improved	Perhaps	With the job and place to stay. Transportation	No, has loved it here	Own community has worked really well and been supportive
21	F	China	3 years	Interesting country	No help from elsewhere than study friends	No	Finnish cuisine	No	-	Some friends	Do not interest	More help from the school authorities	-	Give more help to the foreigners	No	Money	Not really	Community works well
22	M	China	2 years	Free education	Did not really need help	No	Cuisine and culture	No	-	Not many	Do not want to attend any	-	With more thorough introduction to the culture	-	No	-	No	Community works well

23	F	Germany	0,5 years	High level of education	Yes, a lot of help	No	-	No, already done the training	-	Class mates	Yes, very good events	Everything seems to function pretty well already	With the help of local students	Get more voluntary tutors	Maybe later	Bus tickets, place to stay	No	The German community has worked really well
24	M	China	1,5 years	No tuition fee	Yes, people are willing to help	Yes	Cuisine	Maybe, if the company was good and really international	The school could assist with finding the company	Several friends	Many nice events	Help with getting a job and some practical matters	More integration with local students	Events	No	Education	No	The community has worked well
25	F	Vietnam	2,5 years	Free school	Yes, lots of help with anything	Maybe	Cuisine and culture	Perhaps	Help with the language barrier and in the search of the company	Some friends	Has attended some events	-	-	more tutors maybe	No	Transport, jobs	No	Lots of support from countrymen
26	F	Vietnam	2,5 years	No tuition	Not much help	No	Way of life and cuisine	No	-	None	No events	-	Is not interested in integrating into Finnish society	-	No	-	No	A well functioning community